

THE IMPACT OF CROSS-CULTURAL TRAINING PROVISION FOR OVERSEAS
WORKERS ON JOB PERFORMANCE- A case study of Chinese teachers
from Hanban (The Confucius Institute Headquarter) in Thailand

Miss Ying Pei



บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)
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ผลกระทบของการฝึกอบรมข้ามวัฒนธรรมสำหรับแรงงานต่างประเทศต่อการทำงาน-กรณีศึกษาของ
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เยิ่ง เพย : ผลกระทบของการฝึกอบรมข้ามวัฒนธรรมสำหรับแรงงานต่างประเทศต่อการทำงาน-กรณีศึกษาของครูผู้สอนภาษาจีนจากฮั่นปิ่น(สถาบันขงจื่อ สำนักงานใหญ่)ในประเทศไทย (THE IMPACT OF CROSS-CULTURAL TRAINING PROVISION FOR OVERSEAS WORKERS ON JOB PERFORMANCE- A case study of Chinese teachers from Hanban (The Confucius Institute Headquarter) in Thailand) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร.สวรัย บุญยमानนท์, อ.ที่ปรึกษาวิทยานิพนธ์ร่วม: รศ. ดร.สุมาลี ปิตยานนท์, 121 หน้า.

เศรษฐกิจโลกาภิวัตน์มีพนักงานเพิ่มขึ้นจำนวนมาก การปรับปรุงประสิทธิภาพการทำงานของกลุ่มพนักงานเหล่านี้จึงมีความสำคัญมากขึ้น บางบริษัทหรือองค์กรเริ่มให้การฝึกอบรมข้ามวัฒนธรรม แต่บางแห่งก็ไม่มี วัตถุประสงค์ของการศึกษาคั้งนี้คือกรณีของครูชาวจีนจาก Hanban เพื่อศึกษาและค้นหาว่าการฝึกอบรมข้ามวัฒนธรรมมีผลกระทบต่อการทำงานของครูชาวจีนในประเทศไทยและปัจจัยใดที่มีผลกระทบต่อประสิทธิภาพการทำงานมากที่สุด ขอบเขตของการศึกษานี้ครอบคลุมครูชาวจีนทั้งจาก Hanban และจากที่อื่นๆที่ทำงานร่วมกันในโรงเรียนมัธยมภาครัฐและเอกชนในช่วงปีการศึกษา 2015-2016 ในประเทศไทย เป็นงานวิจัยขั้นแรกที่ครอบคลุมในขอบเขตดังกล่าวในพื้นที่นี้ การวิจัยใช้วิธีการเชิงปริมาณ โดยส่งแบบสอบถามจำนวน 349 ชุดให้ครูชาวจีนและแบบสอบถาม 104 ชุดให้เพื่อนร่วมงานชาวไทย รวบรวมข้อมูลจากการตอบกลับของครูสอนภาษาจีน 204 คนและเพื่อนร่วมงาน 52 คน จาก 52 โรงเรียนใน 27 จังหวัดของประเทศไทย และจัดทำแบบสอบถามการสัมภาษณ์เชิงลึกกับเจ้าหน้าที่โครงการกระทรวงศึกษาธิการแห่งประเทศไทย ผลการวิเคราะห์เชิงพรรณนาพบว่าครูชาวจีนจาก Hanban ทุกคนมีคะแนนเฉลี่ยสูงกว่าคะแนนเฉลี่ยรวมทั้งหมด ครูที่มาจากที่อื่นมีค่าต่ำสุดยกเว้นระดับการใช้ภาษาไทย ครูที่มาจาก Hanban ซึ่งมีประสิทธิภาพที่สูงกว่ามีคะแนนสูงกว่าครูที่มาจากที่อื่น และผลการวิเคราะห์สมการถดถอยพบว่ามี 6 ปัจจัยที่สามารถส่งผลกระทบต่อผลการปฏิบัติงานอย่างมีนัยสำคัญ ดังนั้น ผลลัพธ์ของการวิเคราะห์จึงพิสูจน์ได้ว่า การฝึกอบรมข้ามวัฒนธรรมมีผลกระทบต่อประสิทธิภาพการทำงานของครูชาวจีน และทำให้การฝึกอบรมข้ามวัฒนธรรมอย่างเป็นระบบสามารถนำผลการปฏิบัติงานไปสู่ระดับที่สูงขึ้นได้

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YING PEI: THE IMPACT OF CROSS-CULTURAL TRAINING PROVISION FOR OVERSEAS WORKERS ON JOB PERFORMANCE- A case study of Chinese teachers from Hanban (The Confucius Institute Headquarter) in Thailand. ADVISOR: SAWARAI BOONYAMANOND, Ph.D., CO-ADVISOR: ASSOC. PROF. SUMALEE PITAYANON, Ph.D., 121 pp.

With the globalization of economy, there is an increasing number of expatriate employees. How to improve this group of employee's job performance become more important. Some companies or organizations start to provide the cross-cultural training, but some not. The objective of this study was to use the case of Chinese teachers from Hanban to study and find out whether the cross-cultural training has an impact on Chinese teacher's job performance in Thailand and which factors affect most on job performance. The scope of this study covered the Chinese teachers both from Hanban & Non-Hanban who worked together in a public or private secondary school during the 2015-2016 assignment year in Thailand. This is the first research that covered in such a wide scope in this area. The research used a quantitative method by sending out total 349 questionnaires to Chinese teachers and 104 questionnaires to Thai co-workers, collected data from the replies of 204 Chinese teachers and 52 Thai co-workers from 52 schools in 27 provinces in Thailand and did the in-depth interview with project officer of Thailand Education Ministry. The results of the descriptive analysis showed that all the factors average score of Hanban teachers are higher than total average score, Non-Hanban teachers are the lowest except the Thai language level. At high performance level, Hanban teachers have a higher rate than Non-Hanban teachers. And the regression analysis results showed that there were 6 factors that can significantly impact the job performance. So the results of the analysis proved that the cross-cultural training can impact on Chinese teacher's job performance, and provide a systematic cross-cultural training can bring the performance to a higher level.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Peter F. Drucker, known as “the inventor of modern management”, once indicated that business should be human-oriented, created and managed by human beings, and not be forced by the economy. Besides, he convinced of the important position of human forces (Yiqun Zheng, 2013). Under this situation, this research reveals that human forces significantly impact job performance and efficiency, even can decide the survival of an organization.

With deepening globalization, a great many multinational companies emerged, which also transferred from single cultural type into multicultural type. Taking China as an example, the data from the “Chinese multinational development report (2015)” showed that since the reform and opening up in 1978, only four multinational companies had been approved, soon the number had risen to 355 in 1992, and it grew dramatically to 6182 in 2014. By the end of 2014, 18,500 domestic investors in China had set up 29,700 foreign investment enterprises, all of which were distributed in 186 different countries or regions. Moreover, the total amount of investment is greater than 3.1 thousand billion dollars.

The original company sells products, focuses greatly on the domestic market, train the employees only about the culture of the cooperation. Moreover, there are only four characteristics of organizations, involvement, consistency, adaptability, and mission, which may be useful to predict the performance and the effectiveness. (Denison & Mishra, 1995)

Currently, China becomes the second biggest economy in the world and vital for many inter-regional economic, political, science, and educational cooperation. Owing to the expansion of the overseas market of the multinational companies, the migrant workers both comes in and goes out are increasing. Meanwhile, they also

emphasize greatly on improving the after-sale services overseas, so they provide technical support, management and even education support through merger and acquisition. Therefore, even though the dispatched employees exist in China only for a short time, it increases at a very fast speed.

The same as the other countries, many multinational companies hope that these dispatched employees could be helpful to deal with the overseas issues to overcome the conflicts of the difference cultures, decline the negative impact of the conflicts, build a better company image, as well as close to the local culture, the working and the living styles. As a result, the credibility and reputation of the company will be improved. Actually, sometimes these dispatched employees really enhance the development of the companies, but many problems still exist on account of the cross-cultural issues that cannot smoothly dealt with by the workers.

Buckley and Brooke (1992) claimed that dispatching workers who work overseas is crucial, but the rate of its failure in developed country is from over 25% to 40%, and in developing country is much higher than 70%. Gao Jiayong (2008) indicated in his book *Multinational expatriates cross-cultural Training-Theory and Empirical Study* that 16%-40% of overseas workers from the America companies were back Americans without finishing the contracts. Black and Gregersen (1999) found out that 10%-20% overseas workers could not finish their contracts owing to their poor work ability, low job performance or the inadaptation of the new environment. For those who had finished their contract, one third of them were out of reaching the job targets.

Sending employees to work overseas is costly for the companies because of the training cost, the higher wages, higher welfares etc. Besides, the companies need to take more risk, like breaking the relationship with the local cooperators and government, losing the trust of the customers overseas, and damaging the company's image, if the workers fail to finish their tasks. Under this conditions, the company also has to spend a long time in fixing the relations and reputations, and ultimately may result in the failure of the company or even worse situation, like quitting the market. A U.S. case study did by Tung (1987) showed that the company appointed a worker as the lead to its Japan's market division, 18 months later, he failed, resulting in losing

98% market share of his company in Japan. Half year ago, at the beginning of his dispatching, he spent more time in adapting to the environment in Japan but less time on his work. Then, in the last half of the year he was so worried about the coming change of his job.

In recent years, many companies realized the importance of cross-cultural training, which was included in their orientation programs to help the workers in their transitional period. Therefore, the workers' job performance and job efficiency were improved, but the training programs were not systematical. With the economic development and the increasing demands for the migrant workers all over the world, the cross-cultural trainings are needed. These trainings have the same characteristics as the culture training of the organization, involvement, consistency, adaptability, and mission, but have different purpose. The culture training of the organization is for the inside culture, while the cross-cultural trainings reveal the outside culture.

The U.S.A. and Europe have more training experience than the developing countries, like China and other Asian countries, which get a late start, so they can just initially learn from other countries, then develop their own training programs in a few organizations. With the occurrence of economic communities, the relationship among the community members will be much closer. Besides, the open market results in easy sending employees to other countries, and more options for workers. Obviously, more migrant workers will work in diverse cultural environment. Thus, preventing the cross-cultural issues becomes a greater problem for them.

In 2018, 10 countries in South Asia will combine with ASEAN to be a whole community. Countries become to a community, they open market, and promote the relationship among each other to the equal cooperation, devoting themselves into enhancing the economy and the political system, the educational system, the culture and the society, as well as uniting all of them. All the ten countries are unique with their own culture, social problems, natural environments, languages, religions, working and life styles. Hence, each country needs to be competent with the occurring problems. Besides, adapting themselves with other world economies is also needed. Under this situation, the cross-cultural trainings will be of great significance. After the

establishment of the China-ASEAN Free Trade Area (CAFTA) in 2010, bilateral trade volume of CAFTA has been rising. China input service of telecommunications and finance from Singapore, labor force from Philippines and tourism service from Indonesia, Malaysia and Thailand while it output the transportation, business service, construction, computer and information service as the main projects. (Sulin Yang & Huaili Guo, 2014)

Most business sectors adopt the cross-cultural trainings. Moreover, the increasingly strengthening cooperation relationships promotes the expanding of the cooperation scope. To ensure the smooth cooperation among the countries, the working area of the workers overseas should also be widened from business to health care, technological, management, service industry or even education cooperation.

China, as the second largest economy in the world, has close relationships with many countries, and the FDI of China rises at a fast speed. China entered WTO on December 11, 2001, leading to the growth of the external trade volume of China. Meanwhile, Chinese “go out” policy encouraged an increasing number of enterprises invest overseas. As the second largest economy with stabilized economic condition, China becomes the largest business association or the largest investor in many countries and many regional economic cooperative organizations, which, conversely, get interested in cooperating with China, resulting in more mutual benefits. The cooperation between China and other strong countries involves many areas, apart from the business cooperation, the cooperation also expands to other factors, ensuring that the cooperation will go on smoothly, good communication skills are required, a wide range of talents, who knows the culture, the business mode, the market situation, the policy in China, are needed to assist the cooperation. As is known to all that one of the five UN official languages is Chinese. Hence, with the growth of Chinese economy, many people can adopt mandarin in lots of countries, leading to the popularity of studying mandarin worldwide. A famous journalist from Global Times called Ramzy (2006) said that “If you want to surpass others, studying Chinese is the favorable option.” With the needs for Chinese language talent increase, the demand for professional person to help them improve their Chinese level also increases. However,

the lacking of Chinese teachers results in a great many difficulties in preparing and ensuring Chinese teaching quality. Therefore, although most education sector directly employed Chinese teachers, it still can't meet the huge demands.

On the request of many countries, the headquarter of the Confucius Institutes (hereinafter referred to as the "Hanban"), a public institution under the Education Ministry of PRC, initiated a project of sending Chinese teachers to teach Chinese, provide Chinese teaching resources and training programs, as well as organize the HSK (Chinese language level) examination. Actually, this project cooperates with the education ministry, organizations or universities in other countries to select and train the teachers graduated from the universities and taught Chinese in that country. Moreover, all the training programs will be systematically specific on the applying countries.

The Confucius Institute (2015) showed that Hanban had already established 500 Confucius Institute and 1,000 Confucius Classroom in 135 countries and regions all over the world in 2015, possessing approximately 44,000 full-time or part-time teachers from China and the locality. Besides, organized about 72,000 various classes for in total 1.394 million registered students to study Chinese, and trained about 43322 local Chinese teachers who come from other countries. Only in 2015, Hanban dispatched 5,562 Chinese teachers to 118 countries including Thailand.

Chinese teacher project of Hanban represents the educational cooperation between China and other countries all over the world. The dispatched teachers have all taken systematical cross-cultural training which updated all the time to be efficient, and do this project for a long period of time. Additionally, Thailand is one of the earliest countries that obtain the Chinese teachers from Hanban. Thus, it witnessed the development of this project.

In the last century, Thailand had stopped teaching Chinese for about 50 years. With the increasing cooperation between Thailand and China, Chinese teachers are urgent in Thailand, so Thailand invited Chinese teachers to teach Chinese again. However, it is totally different from that of before. Hanban had sent Chinese teachers to Thailand since 2003, but only a few teachers had good responses. Soon the needs

increased, as a result, Thailand Education Ministry signed an agreement with China to invite Chinese teachers to teach Chinese, give the support of teachers, text book and many other aspects in Thailand. Besides Hanban, there are many channels and organizations sending teachers to Thailand, but Hanban is the most important channel.

At the very first only 21 Chinese teachers was sent to Thailand, working at the school under the Office of the National Primary Education Commission (OPEC), which grew in the following years. In 2015, about 1,500 Chinese teachers were sent to Thailand, and over 10 thousand teachers in total had been sent to Thailand from the beginning up to the present. What's more, the number keeps growing.

In Thailand, all Hanban teachers worked for private schools, public schools, vocational schools, universities and informal education schools. How to make sure this group of teachers to get along with the local life seems very important and necessary, thus the cross-cultural training is necessary. Since at the beginning of the program, all the Chinese teachers must take a training before being sent to Thailand. This training was the cross-culture content. The place for training distributed in the universities of some main cities in China, teachers can take the training at the nearest university. However, owing to the difference of the training place and the time of training, many teachers still had cross-cultural issues during the time in Thailand, and resulting in their return to China and refusal of staying one year more. Therefore, in 2010, Hanban improved the training plan, fixed the training content and length of training time to ensure that each place for training is the same. The cross-cultural training turned to more systematic.

The training program includes the following aspects:

1. Professional teaching skills
2. Cultural adjustment skills
3. Skills of cross-cultural communication
4. Thai language (depending on the target country)
5. Thailand real classroom simulation
6. Safety training
7. Experience exchanges (with old teachers)

8. Chinese traditional skills (instruments, Calligraphic, Kungfu, etc.)
9. Culture shock
10. Etiquette and culture in Thailand
11. Thai national conditions and education systems
12. Psychological knowledge
13. Q&A

The main training includes these factors, which will hold in several places due to the difference area of China that the teachers come from. However, in terms of consistency, they use the same outline with little difference in difference training places, because the instructor may be different. Through the training, a majority of teachers could master the basic skills about how to tackle the cross-cultural problems, and have confidence in their working life in Thailand. As a result, less amount of teachers will be sent back to China or quit the job in Thailand.

Even though Hanban had sent so many teachers to Thailand annually, the needs of Thai schools could still not be satisfied. Therefore, the schools took lots of other channels, like agencies, to obtain Chinese teachers, but agencies barely provide training to the teachers before their sending out. Besides, some graduates would want to work in Thailand, so they applied to the school directly and finally took the job without any training. Probably, all these three kinds of Chinese teachers could be employed in the same school. After they were sent to Thailand, they would work in a different places and teach different students with various levels. Therefore, it is interesting to find out if there is any difference between trained and untrained teachers in term of their job performance in schools.

1.2 Objective of Study and Research Questions

This paper's main objective is to compare work performance of two groups of teachers, the trained teachers from Hanban and the untrained teachers who are currently working in Thailand and to find out if the cross-cultural training have a positive impact on job performance.

This study will focus on analyzing the following research questions:

1. Does cross-cultural training affect the job performance of Chinese teachers?
2. What factors of the cross-cultural training most impact job performance?

1.3 Hypothesis

The main hypothesis of this study is:

1. Cross-cultural training has a positive impact on job performance of Chinese teachers.

1.4 Scope of study

This study will focus on the Chinese teachers from Hanban who were sent to Thailand in 2015 to work in Thai school (secondary and high school only). As for the teachers who were employed directly by Thai schools, only teachers who work in the same school as the Hanban teachers in 2015 will be covered for comparison. Since the contract period of these teachers is one year, the study will cover these teachers who worked in Thai school from May 2015 – May 2016. Currently there are two types of situation of the Chinese teachers both from Hanban and hired directly by school: the first one is they still work in that school; secondly, the teachers from both group were back in China or leave the position already. So for the convenient of the study, the research will start the investigation with the first group of teachers who still work in that same Thai school, if the respondents are not enough for analysis, then this study will attempt to investigate the teachers who already left the schools.

1.5 Significance of study

This study is the first study that used such a wide research scope, and the first study that compared both Hanban and Non-Hanban teachers, Former researches used to research the teachers who graduated from the same university or they worked in the same Thai school, and didn't have many respondents. But the respondents of this

research worked at the schools in different province of Thailand, graduated from different university of China, came from different province of China, the school they worked in were both public and private schools, the students they taught were all secondary school students, the respondents of this study is much larger than before. This study also conducts an the in-depth interview with the project officer of Thailand Education Ministry both for public and private school, which other research don't have this opportunity to do. Another difference is that this research uses a more comprehensive analysis method, both descriptive analysis and regression analysis. Besides the Hanban teachers, this study is the first study that have the respondents of Non-Hanban teachers and Thai co-workers, who worked in the same school with Hanban teachers, use the data that collected from them to compare with Hanban teachers. And this is also the first study to study about the cross-cultural training impact on teacher's job performance in both China and Thailand, thus it fill in the blank of this area's study. The results that will get from this study would be very meaningful for both Thai and China government and the related organizations, including the schools and the teachers themselves.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This study will focus on the impact of cross-cultural training provision on the Chinese teachers' job performances in Thailand. Both Hanban and non-Hanban's teachers who taught in private and public schools in Thailand during 2015 will be the respondents of this research. The study reviewed both conceptual researches and empirical studies about the impact of the cross-cultural training on expatriates' job performances over years, and the basis of literature review is the published articles and those related to the impact of cross-cultural training on job performance. These studies reviewed the researches on the industries of automobile, education, investment, business sector, and western joint venture. And the respondents are teachers, business sector workers, managers and so on. The companies or the respondents are mainly from US, EU, China, Japan and Thailand. When reviewing the studies from these scholars, this research is focusing on the factors that could impact the workers' job performances, the relationship between the cross-cultural training and the teachers' job performances, the detail of the cross-cultural training and the job performance.

There're four parts in the literature of the study. Firstly, it introduces the main method, purpose, and the structure of the literature review. Secondly, it finds the theoretical concepts that related to the cross-cultural training and the job performance, which will be the evidence that help to build this study's conceptual framework and research method. Thirdly, it focuses on the impact of empirical study of the cross-cultural training on job performance in other countries, and checks the empirical evidence which proves the relationship between the impact of cross-cultural training on job performance and the deficiency of their studies, this will help the study to determine the research field. Finally, for all the studies, it makes a review that the

cross-cultural training has a positive impact on the overseas workers' job performances, and there are three influencing factors for the job performance: individual factors, cross-cultural communication skills and other factors. It analyzes the impact of empirical evidence on job performance, and the job performance is mainly based on the assessment form of the Thai schools for Chinese teachers from Hanban, which is used to assess the teachers' job performances for Hanban each year, and the school which Hanban teachers work with will make this assessment. But this study will remove the assessment part that are not related to the cross-cultural training, and leaves 7 aspects to represent the job performance. All these will help this study to build the theoretical basis.

2.2 Theoretical concepts related to cross-cultural training and job performance

Culture shock is just an impact that you can feel when you first jump into another country or environment of some other culture, which was first come up by Kalervo Oberg in 1954. Winkelman (1994) said that when people felt culture shock, it meant that they had potentially entered into a cross-culture situation. According to Thomas (1995), cross-culture is everything happened between people of different cultural backgrounds. The capabilities to handle with the cross-cultural issues are called the cross-cultural skills. Along with the trend and the economic development, the cooperation among the countries and organizations are being strengthened, more workers have been assigned abroad to deal with the international issues. To make them adapt to the multicultural society, they need to improve their cross-cultural capabilities and skills, and most organizations will achieve this goal with training. And people will take the cross-cultural communication skills as the main goal. The training can be called the cross-cultural training, and it first appeared in the book named *Cross-Cultural Orientation Programs*, which is a formal effort made to prepare people with skills of interpersonal relations effectively, and the success on the job when in interaction with persons from other cultural background (Brislin & Yoshida, 1994). Bing and Zhilin (2006) think that the cross-cultural training is very important for the company, but the rate that organizations choose to offer the formal cross-cultural

training is only a bit more than fifty percent, which is quite low in the developed countries, let alone in the developing countries.

They also indicated that there were four aspects that should be involved in the cross-cultural training: awareness of culture and the difference of culture, knowledge, emotional challenges, and skills related to the cross-cultural behaviors. Wenzhong Hu (2006) collected 6 kinds of cross-cultural teaching materials and concluded that there were ten main aspects that were thought to be necessary in the training by about half of the authors: 1) Introduction of cross-cultural communication 2) Definition of culture 3) Communication 4) Verbal process 5) Non-verbal process 6) Social organization 7) Management 8) Cross-cultural understanding 9) Values and beliefs and 10) Improve the cross-cultural capacity. It's true that most of the academic research is quite similar in general, but there are some subtle distinctions on this issue. Culpan and Culpan (1993) said that there were four main aspects of cross-cultural training: 1) Political, economic, geographic and social status 2) Scenario simulation 3) Language 4) Field trip before dispatch. While in Osman-Gani and M. (2000) opinion, cross-cultural training should include overall management, social culture, labor and human resources and other professional skills training.

Black and Mendenhall (1990) and his co-workers proposed a model of cross-cultural training and social learning, which theoretically showed how they impacted the job performance. In this model, the key points are the development and performance of cross-cultural training skills. Black indicated that after the skills had been improved, it would impact the performance directly or indirectly. During this process, Black also stated that some incentives or motivations could impact the performance. The motivations will be different because of the differences in individuals, which could result in different efficiencies and expectations. A credible model for research should contain the cognitive ability and individual factors, for example, the working experience or other factors that can improve the job performance, (Mark & Chet, 2011). A research about the cross-cultural adaptation of the Chinese teachers in Thailand that made by An Ran and Lilasetthakul (2011) also

pointed out that the working time of the Chinese teachers in Thailand would have an impact on the degrees of their cross-cultural adaptation as well.

Kim and Ofori-Dankwa (1995) pointed out that compared with the training history of the employee in foreign countries, humanity, culture and social system, the ability of using a language seem to be more important in work. Forster (2000) quoted the words from a senior investment bank manager, he said that language would be the first problem that the worker must face if they worked in Japan, and it was difficult to understand the strategy.

Besides the working experience overseas and the local language level, some scholars also agreed that the education background of the overseas workers could have an impact on their job performances. Selmer (2005) researched the cross-cultural training of foreign joint venture and overseas workers adjustments in China, and they found that the education background had no significant impact on overseas workers' performances. Another study made by Yingxiong Han (2010), which selected 11,190 teachers from primary schools to high schools in China, and investigated the education background including the degrees, the majors, and the rate of teachers obtaining the professional qualification certificates, as well as the relationship between the education background and the job performance as a teacher. He found that a higher education background could result in a better job performance, the more professional, and the better job performance.

In general, most studies can conclude that the training usually focuses on the cross-cultural effectiveness skills, aiming to help the overseas workers to adapt to the local culture. But Kealey and Protheroe (1996) argued that three types of skills were very important to overseas workers: the first one is the skills to adapt to other culture, and the workers must have the ability to cope with the pressure from another culture, second, it is the cross-cultural communication skills, which means to improve the overseas workers' job performances, and they need to know the differences between the two cultures and can behave in the right way, the last one is the partnership skills, which is for those workers who need to cooperate or communicate with others when they work overseas, in particular, this method will play an important role in the training

and stimulate it, and it will also help to improve the performances of the workers who need more participations in the local work.

A Chinese scholar, Gao Jiayong and Wu Dan (2007), considered that the training of cross-cultural communications skills was the most important in the cross-cultural training, which could help to keep a good relationship between overseas workers and local workers and improve the ability of solving cross-cultural problems (Tung, 1998), Hogan and Goodson (1990) insisted that the overseas workers not only should know the culture about that country, but also were able to apply it in the daily work, so it was necessary to concentrate on improving the cross-cultural communication skills of overseas workers. Gao Jiayong and Wu Dan (2007) also indicated in his book that three aspects that should be taken as the most important in the cross-cultural training, including Cross-cultural Knowledge, Cross-cultural Emotion and Cross-cultural Behavior. People can regard the cross-cultural emotion as a willing to accept and understand the local culture, these are the three levels for people to gain the capacity of cross-cultural communication skills, only if people have the knowledge of the local culture, then they will understand the culture and are willing to accept it, then they will know how to respond in the right way, so when all 3 levels go through, they can gain the ability of cross-cultural communication skills.

Most studies mentioned the importance of cross-cultural communication skills, and Hogan and Goodson (1990) also indicated that the cross-cultural communication skills were the key points that needed to be improved. An Ran and Wei Xianpeng (2012) made use of the in-depth interview to observe Chinese teachers from Hanban in 4 cities of Thailand, and the interviewees believed the cross-cultural communication skills were important to the success in teachers work, so according to this, this study will concentrate on the cross-cultural communication skills training. Based on the three levels in measuring and analyzing the impacts of each item for cross-cultural communication skills on the job performance, it tries to improve the skills and make the training more efficient. The scenario simulation is a practical and effective method to develop the cross-cultural communication skills by putting the employees into the real overseas working situations. Based on their reactions, it provides the corresponding

advice and guidance, and they can probably handle the issues when facing with the same problem. Forster (2000) researched many scholars' studies, and concluded that the cross-cultural communication was reasonable in studies, usually, the researchers provided options for the workers, then let the workers decide which one is right. He believed that the reason they chose was much more important than the option itself, because it could reflect the real cross-cultural behaviors of the workers.

An Ran and Wei Xianpeng (2012) also mentioned in their study that the external factors might have an impact on internal factors of the teachers. And this could impact the Chinese teachers' self-efficiency, and the self-efficiency can reflect the result of their works. By reviewing the teacher's performance from other scholars, they also indicated that there were other factors which could motivate the teachers working, one is the salary of the teachers, Podgursky and Springer did a research that the performance of teachers would relate to the salary. They focus on the teachers from K-12, which is the largest teachers group from professional public education, the author reviewed the literature related to the topic, and directly assessed and did a survey among the public education teachers, then analyzed the results and found that the salary could change the teacher's behavior and motivate the teachers to have better performances.

2.3 Empirical study of the cross-cultural training impact on job performance

Many researchers believed that the cross-cultural training could impact the overseas workers' job performances, for example, Forster (2000) conducted a research about the impact of cross-cultural training on the expatriates, investigated 36 UK-based companies from the 200 leading UK-based companies list, interviewed and made the questionnaires among 20 HR managers and the employees that had been provided a cross-cultural assignment for 3 times in total during their whole assignment period. And the expatriates are mostly from USA, France, Japan, China, Vietnam, and Singapore. In the scholars' researches over the last 20 years, he found that the cross-cultural training had a positive impact on the cross-cultural effectiveness and the success of the international assignment, in other words, this conclusion meant the

cross-cultural training had a positive impact on the expatriates' job performances (Black & Mendenhall, 1990; Brewster & Pickard, 1994; Forster, 2000)

Mark and Chet (2011) used a meta-analysis method to collect the data from the published articles to analyze the results, they only focused on the USA overseas workers and found that the average validity coefficients for the performance was 0.26, so it was reasonable to represent the correlations between the cross-cultural training and overseas workers job performances.

Another investigation of a quantitative study did by Shi Xingsong and Pan Ya-ling (2012) about the cross-cultural training of business person in China also showed the same opinion that the cross-cultural training had a positive correlation with the expatriates' job performances. In addition, the results of the study indicated that this correlation between cross-cultural training and job performance was not that high. So they thought that the way and the efficiency of cross-cultural training in China still needed to be improved.

It happens that there is a similar case, Earley (1994) from the University of California analyzed the correlation between the cross-cultural training and the work performances of the overseas workers, this research was done with the 250 managers from China (163) and US (87), and all of them took the full-time positions. It assumes that the training for individuals will have an intense impact on the workers' performances. He designed the task related to the work, and did the questionnaire with these managers as well, then analyzed the performance on the variables, finally, it proved that the impact was positive on the expatriates' job performances. Another research provides the same evidence, Chinese researchers Fan Zheng and Zhang Ling (2002) studied the cross-cultural training in Shanghai Volkswagen (SVW), and they found that the SVW developed their own training program called "Look and See". The trainees are the workers from German working in Shanghai, after the research, the feedback from the company is that, they believed that the cross-cultural training was the guarantee of the successful cooperation between Germany and Shanghai, and it improved the work performance of the Germany workers. The results of a quantitative study did by Shi Xingsong and Pan Ya-ling (2012) about the cross-cultural training of

business person in China showed that the cross-cultural training had a positive correlation with the expatriates' job performances. In addition, the results indicated that this correlation between cross-cultural training and job performance was not that high. So they thought that the way and the efficiency of cross-cultural training in China still needed to be improved.

Nowadays, the cross-cultural training is becoming more and more popular in the business enterprise worldwide. From the beginning, the cross-cultural theoretical and empirical studies were usually done by the European countries or US, then with the development of China, these issues' studies are growing rapidly. In recently years, with the strengthening of economic cooperation in the Southeast Asia, the migrant workers are growing, and some of the organizations or companies start to focus on the cross-cultural training in anticipation of having an impact on the workers' job performances. The researchers from Thailand Rungphabang and Ren Jinzheng (2014) did a research about the cross-cultural training in a Thai company A (hereinafter referred to as company A). Company A is a multinational company with 14 branches, and 8 of 14 branches are from abroad, during the year of research, 83 workers were assigned to the branch in China, and they were offered training before they left from Thailand. Through analyzing the plan, content, mode and strength of the cross-cultural training for these workers in company A, Rungphabang and Ren Jinzheng (2014) found that the cross-cultural training could improve the comprehensive capability, cross-cultural psychological management ability, cross-cultural management ability, cross-cultural communication skills and job and management performance, and reduce the risk of expatriate failure so as to make them kernel human capitals.

Although so many researches support that the cross-cultural training should be held in companies, the proportion of organizations which provide this training is small, and even provided, and the duration of the training is very short. According to Bing and Zhilin (2006), a research did in US indicated that only about 57% of the companies provided a formal cross-cultural training that helped the workers to improve work performance, and many dispatched workers who had never received the training made lots of mistakes that they should not have made in their work.

In the past, most of the workers were working in business sector in other countries, but with the strengthening of economic and trade cooperation all over the world, they could work in more industries, and it could be medical science, construction, communication, tourism, education and so forth. Taking the education as a sample, language education is the most common type, and people from different countries want to communicate, to do the trade negotiation, to get to know the laws and regulations of another country, and to provide the service overseas, also they need the people who have professional local language skills, which increases the huge demand for the native language teachers, and this includes the native Chinese teachers. Some other organizations start to assign teachers to work overseas. With the increasing exchanges between China and other countries, the demand for Chinese-speaking people also increases thereby. Considering the demands of other countries, China started to support Chinese teaching in other countries, afterwards, so many organizations started to send Chinese teachers abroad, among which Hanban was the largest group. In recent years, there are more and more researches about overseas performances of the Hanban's Chinese teachers. According to the research of Lu Yuhui and Ru Shuyuan (2012), about 30% of Chinese teachers have been assigned to Korea, Asia 23%, EU 20%, US17%, Japan 12%, 3% each for Austria, Africa and Canada, 2% for Central and South America. These data show that more than half of these teachers tend to go to Asian countries. From these investigations, Lu Yuhui and Ru Shuyuan (2012) found that about 51.8% of teachers had ever encountered with cross-cultural problems when working overseas.

As for Thailand, Wu Yanjiang, Yu Qinwei, and Xi Fang (2010) had studied 338 teachers from Yunnan Normal University during the year of 2003-2009, and investigated the implementation of the teacher's project, through making the questionnaire with 131 Chinese teachers from Yunnan Normal University assigned to Thailand by Hanban, all of them had taken a cross-cultural training before being dispatched, and they also interviewed the teachers with telephone if necessary, then analyzed the data from the research and held a meeting to discuss the results of this investigation. Their findings are showed below in the table:

Table 2.1 The adaptation of Chinese from Yunnan Normal University in Thailand

Live condition \ Option	Completely adapt	Basically adapt	Can't adapt
Thailand social culture	54%	49%	0%
Travel transportation	36%	40%	24%
School condition	37%	55%	85%
Social interaction \ Option	Closed and get along very well	Respect	Don't want talk
With Students	93%	6%	1%
With Thai co-workers	80%	18%	2%
Join the activities of School	Always	Sometimes	Never
	83%	16%	1%

One of their conclusions is they believed that the cross-cultural training could improve the quality of the teachers' working, so they also offered some suggestions, for example, improving the method of the cross-cultural training by adding more content of the cross-cultural training so that they can be used in the cross-cultural training for these Hanban teachers, and also to improve the performance of the Chinese teacher as well.

With the purpose to find out in the other scholar's eyes what factors does they believe that can impact on teacher's job performance most, this study reviewed many studies. Such as Geng Cui and NJOKU, used a comprehensive method to analyze the cross-cultural effectiveness in 1992, made the questionnaire among 74 US business persons working in China, and tested the individual factorial structures of the cross-cultural effectiveness, and the result showed that language was the most important to the job performance for overseas workers, and the variance was 24.9%. In An Ran and Wei Xianpeng (2012) studies, she researched many aspects, the external factors that she mentioned included location of the school, the support for Chinese teaching

and teachers from school, students' support (if the students are willing to study Chinese or support the Chinese teachers work, then the Chinese teacher are also willing to put more time and efforts on their jobs). Another factor that indicated by Glass (1982) is the class size of the class they teach, if teacher have a small class size, the average time that each students got from teacher will be easier for them to get the attention from the students, make the students feel more interested in study with teachers. And there was another empirical study results did by Nana (2011) about the secondary school teacher burnout showed that there was a significance job burnout came from the teaching hours factor, the more working hours the higher job burnout and the low efficiency of job performance, when the teaching hours reach 20 hours, the burnout level reach the highest point, they were suffering from extreme fatigue. In 2004, Jianping (2004) conducted teacher competency evaluation form and used this to test the capacity of teachers in China to do a good job, this evaluation included 50 factors and used 10 evaluation forms, one of the results showed that the competency of teachers is significantly different between different type of schools, public schools are better.

2.4 Conclusion

After reviewing from the literature, there are mainly three types of factors that can impact the job performances of the overseas workers: the individual factors, cross-cultural training factors, and other external factors. In this study, it will continuously use these three types factors to analyze the key objectives. It is interesting that from all the scholars' views, the factor that greatly impact the overseas workers' job performances is language-- the local language level, so this study will regard the Chinese teachers' Thai language level as their individual factors to check the impact on the teachers' job performances in Thailand. Then based on the studies that reviewed, since it is meaningful for the workers' performances, the other individual factors will be the overseas working experience, the majors and degrees, whether they have the teachers' certifications for teaching Chinese to foreign students. For the second type of factor-- the cross-cultural training, it is the key of this study and includes

many aspects, but this study will only use the cross-cultural communication skills that most influences the overseas workers' performances-- to investigate and analyze the result, the cross-cultural communication skills include three parts: culture knowledge (how much they know about the culture of the country they work in), culture understanding (do they understand the culture of the country they work in), culture behavior (can they behave the right way when they are in another culture, the training usually uses the scenario simulation to implement it). For the external factors that might influence the Chinese teachers' performances, it should be based on realities of the Chinese teachers, where they work and the working conditions, which most relates to their job performances. In addition, as they are teachers, the responses of the students are also important, if the students are not interested in Chinese, it will be difficult to have a good performance no matter how hard they work. Besides, the external factors also include the teaching hours, the class size and also the type of school they teach.

As the main purpose of this study is to find the evidence of the impact of the cross-cultural training provision on job performances of the Chinese teachers in Thailand, all the three factors could have an impact on the job performances of the Chinese teachers, so it is very important to make it clear what the job performance stands for. This study therefore checks, as the point steps, the assessment form for the Thai schools on Chinese teachers from Hanban. It shows that 10 aspects are used to evaluate the performances of the Chinese teachers: professional background, teaching skills, teaching performance, work attitude, teamwork spirit, and act upon school regulations, students' feedback, cross cultural adjustment, communication skills, organizing or participating in school activities. Then, it removes the aspects that are not related to the cross-cultural training, such as the professional background and the teaching skills, and also the cross-cultural adjustment since this study only focuses on the cross-cultural communication skills, therefore leaving only 7 aspects to stand for the job performances of the Chinese teachers. And by reviewing the studies from other scholars, these aspects are also mentioned often as well, so this study will use these 7 aspects to analyze the Chinese teacher's job performances.

Since so many researches that had been done, and the cross-cultural training's impact had been emphasized, but no sufficient empirical evidences can support the impact on job performance of the cross-cultural training, even though some literatures had already found that there was a positive relationship between the cross-cultural training and the job performances for overseas workers (Black & Mendenhall, 1990; Puck, Kittler, & Wright, 2008). So Kealey and Protheroe (1996) said in their study that the study of cross-cultural training was still in an uncomfortable position to have the results, and it needed to be improved. So this study will use both descriptive method and quantitative method to analyze the collected data to prove and support the hypothesis, to give an answer about the impact of cross-cultural training provision on Chinese teacher's job performance in Thailand.

The study studies the impact of the cross-cultural training provision on Chinese teachers' job performances from the perspective of Thailand. The objects of study will include both the teachers in Thailand who are from Hanban and non-Hanban, and then to compare the differences between two groups of teachers who work in the same school. The purpose of this study is to find the empirical evidence to prove the impact of cross-cultural training provision on job performance, which doesn't just focus on improving the teaching skills as before. It studies the cross-cultural factors from the overall view, and finds what factors can impact the job performances of the Chinese teachers working in Thailand. According to Jiang Aoshuang and Wu Yinghui (2012), they believed that the reason for bad teaching performances of Hanban's Chinese teachers was that they didn't know the teaching ideas and teaching objectives in Thailand, so they couldn't choose or adjust their teaching plans and methods. 45.8% of the respondents thought that the teaching scenario simulation was the most important strategy and 32% thought that it needed to be improved. But the research only placed emphasis on the training of language level and teaching methods, and did not mention any other aspects of the training. Jiang also indicated that the main reasons why Chinese teachers couldn't adapt to working in Thailand as follows: They are not familiar with the education system and education ideas in Thailand; they don't know the realities of Thailand education; they don't understand the difference between

teaching Chinese in China and in Thailand; they are short of the specific training in Thailand. Though these four reasons weren't included in her study, they belonged to the cross-cultural training's content. In addition, the Chinese teachers included the Hanban's teachers and the non-Hanban's teachers, and the training that Hanban's teachers took was already included in the content, but not for non-Hanban's teachers, so her research can't prove that even though the training is not perfect, the performance between the Hanban's teachers and non-Hanban's teachers is different. Furthermore, by reviewing from the published literature, Rungphabang and Ren Jinzheng (2014), a Thai researcher, who studied about the demands for cross-cultural training for Thai overseas workers who work in China, and indicated that the Thai companies needed to pay more attentions to the cross-cultural training, and they needed to establish a professional training system to help improve the workers' performances, which was also the key to international human resources management. He also indicated that the cross-cultural training in Thailand was still in its infancy, so the research on Thailand was very few. After reviewing all the studies that related to the cross-cultural training on Chinese teachers in Thailand, it is interesting to find that all the studies are usually did by Chinese scholars, the scope of their studies was limited, which only focuses on the teachers from a certain university, or a certain school, or the studies were about the theoretical research and etc. No research compares the impact of cross-cultural provision on job performances for these two groups of teachers no matter in Thailand or other countries. And this study will fill in the blank in this field. And the difference between this study and the previous study is that this investigation uses both the descriptive methods and quantitative data analysis to find the empirical evidence to support the hypotheses of the study, and the scope of study is much wider, besides, the object of study can represent the reality of whole Thailand, and as a result, the empirical evidence could be more reliable. Then, based on the conclusion, this study intends to propose a proper way to improve the training plan, which can be used as a basis to be recommended to other enterprises.

CHAPTER III

METHODOLOGY

3.1 Introduction

This study will adopt both descriptive and quantitative methods with the purpose of finding the empirical results of the impact of cross-cultural training provision on overseas workers job performance. The case study is the Chinese teachers from Hanban in Thailand. Before the study, it is assumed that the cross-cultural training has a positive impact on job performance and can improve the overseas workers job performance, but apart from the cross-cultural training, there are also other factors that may impact on the overseas worker's job performance.

Then the study uses the two groups of teachers as the comparison respondents of research, they are teachers sent to Thailand from Hanban and the Chinese teachers (Chinese nationality) hired by Thai schools. Both groups of teachers have similar background, with working in the same school, all teaching in the secondary and high schools in Thailand. The study will adopt two main methods in total to collect the data: Questionnaires (to Chinese teachers, co-workers and project officers) and in-depth interview to whom related to Chinese teachers or the Hanban's Chinese teacher program. After that, this study compares the data of two groups and then observe the difference between them, and establish a multivariate linear regression equation to analyze the significance of the result.

The regression equation is about the relationship between the job performance and the parameters employed in the equation from the questionnaires. These parameters are considered having impact on the job performance of overseas workers (here refers to the Chinese teachers), such as the cross-cultural training, working experience, language level, location and etc.

Beyond that, the study analysis the answers to the multiple choice questions and the open questions included in the questionnaires and in-depth interviews, in

order to find an effective way to address the cross-cultural training with the purpose to improve the overseas workers job performance.

3.2 Conceptual Framework

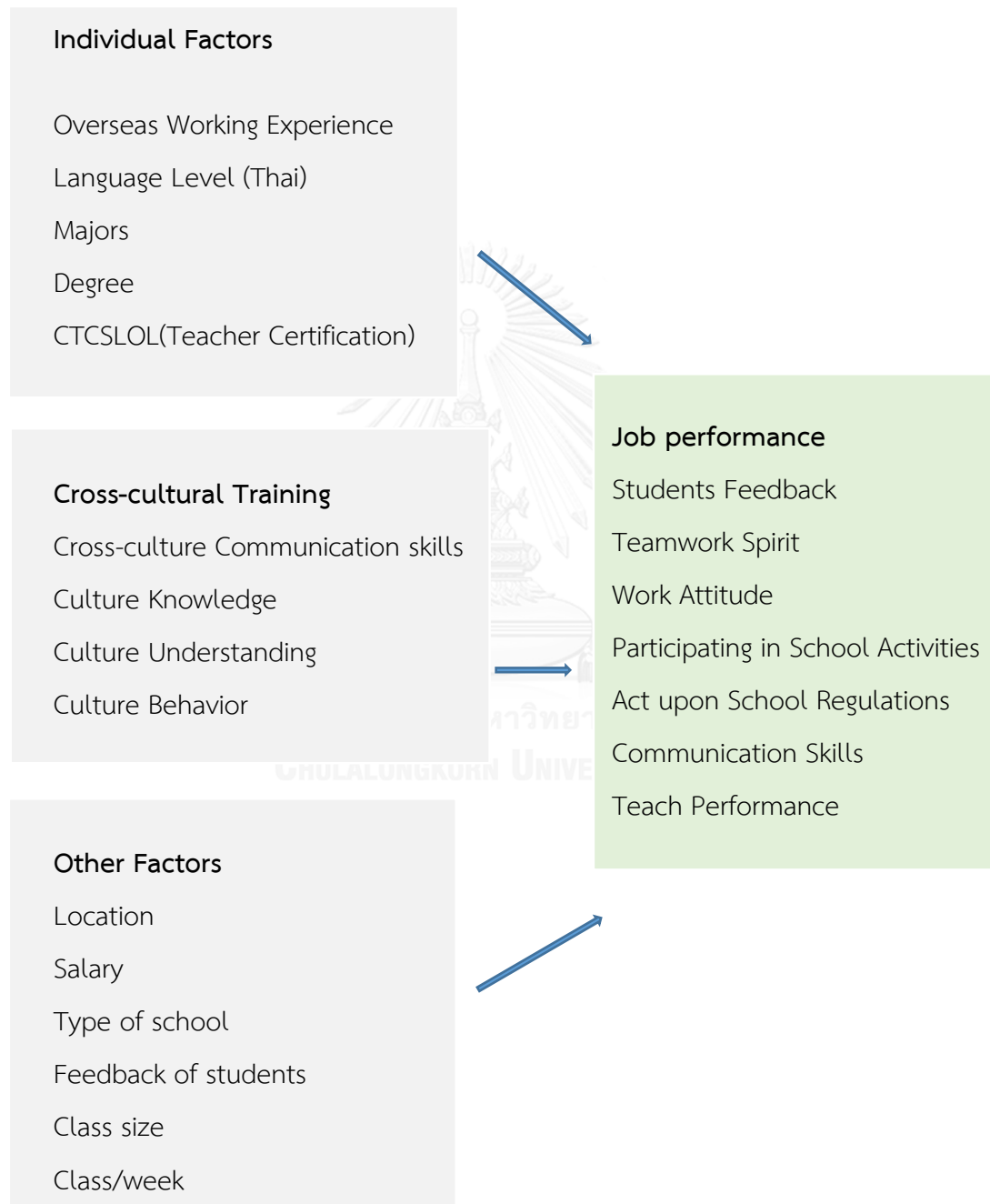


Figure 3.1 Conceptual Framework

From the literatures reviewed, which there are three types of factors that impact the job performance will be employed in this study: Individual Factors, Cross-cultural Training Factors and Other Factors. Individual factors refer to these factors that belong to the respondents themselves. Since each individual is different, the characters of respondents may result in different job performances. These factors include their working experience, especially the overseas working experience in Thailand. Based on the Chinese teacher case, if they have more experience, they may know more about how to perform on the job and can adapt into the environment soon. The language decides how fluently they communicate with local people and understand the task or the mission of school, and it will help when the teachers want to keep a good relationship with the local workers.

In general, the organizations need to consider the gender of the overseas workers. Because of the special nature of overseas work, they prefer male workers to female. But in this case, very few male teachers have been sent from Hanban, or hired by school, therefore it will not consider the gender issues in this research. And all the teachers from Hanban just graduated from university, and they are almost in the same age range. So it can conclude that the study will set the respondents in the same age level and all of them are females. However, different majors and understandings may impact the Chinese knowledge they have already known, and that could impact their teaching performances, students' feedbacks, even the decision of schools on their stay or leave. Some Chinese teachers may get the teaching certificates via qualified exams so as to teach foreign students Chinese, they believed that a certificate could prove their excellent teaching ability. So we need to find the empirical evidence that it really impacts on the teachers' performance.

The previous researches prove that the cross-cultural issues mainly result from the bad cross-cultural communication skills, these communication skills are not just about language communication, it also impacts the overseas workers job performance. From the case of a Chinese teacher, job performance can be impacted from 7 main factors: student's feedback, team work spirit, work attitude, participating in school activities, act upon school regulations, communication skills, teach performance. The

communication skills here mean that they can explain the knowledge clearly, they can communicate with the students properly, or they can communicate with the co-workers properly, they may feel awkward and people won't understand what they want.

Looking at the details of the cross-cultural training, we can see there are 3 levels inside: the cultural knowledge, cultural understanding, cultural behavior, all of which can have an impact on all the factors of the job performance. These three factors can indicate whether the teacher can understand the Thai culture well, or when the cross-cultural problem occurs, the solution can be made, or they can understand it in the way that Thai people do in work or daily life. These three factors enable more team spirit, good working attitude, participating in more school activities for teachers, and also follow the school regulations. Only when the schools are satisfied with the teacher's performance, then they could be permitted to stay for one more year.

The last part is about the location they work at, the salary they got. Even though the respondents are in the same teaching level, and the basic conditions of schools are the same, but because the differences between schools' working place, financial conditions, students' qualities, etc. are not the same, their job performances may be different. In the cross-cultural training, there are other factors that could impact that teachers' job performances might be helpful to revise the teachers' positions, and properly offers help for the local work and life, and adjusts the evaluation method of job performance, so as to improve their job performances.

3.3 Data and Data Collection

3.3.1 Population and Sample

The teachers from Hanban working in Thailand are on a one year program. After the one year contract, whether the teacher could renew the contract or not depends on the teachers own willing and the Thai schools permissions. And each year Hanban will dispatch new teachers to Thailand. Since 2003 to 2015, Hanban had already sent about 11,000 Chinese teachers to Thailand in total. This study will primarily focus on

the Chinese teacher from Hanban in 2015. There are 1500 teachers being sent to Thailand, including the additional teachers and the teachers allowed to stay for one more year. The teaching area almost covered all the Changwat in Thailand except the three Changwat in the Southernmost. In 2015, the Chinese teachers from Hanban worked in 941 schools (public schools and private schools only) in total, all these schools are located in the Central area 310 schools, the North area 158 schools, the South area 130 schools, the East area 92 schools and the Northeast area 251 schools. There are total 248 teachers who are permitted to stay one more assignment year in some of these government and private schools in 2016.

In order to make a sample survey on the teachers, first of all, regard the 1500 teachers as the population of the study, then to choose samples from it to represent the whole situation. The sampling formulas are as follows:

$$n = \frac{N}{1 + N(e^2)}$$

n = Sample Size

N = Total Population

e = Error Term

According to the population size, there are approximately 1500 teachers from Hanban, so the sample size of this study at confidence level 95% and error term 0.05, which can calculate the sample size to be about 315 teachers.

$$n = \frac{1500}{1 + 1500(0.05^2)}$$

$$n = 315$$

So the sample size of the Hanban's teacher is 315 persons, basing on the information that we mentioned earlier, there are 248 teachers who worked since 2015 and be allowed to stay one more year, in order to do the research more conveniently, the research will be doing among these group of teachers, include of this group of teachers, there are 99 teachers working for the private schools, and 149 teachers

working for the public schools. The rest of the 67 teachers will be choose from the teachers who already finished the assignment years and leave the position now.

Because these 315 Chinese teachers are from Hanban, but this study needs to compare the two groups of teachers for comparison, both from Hanban and non-Hanban. Secondly, using these 315 teachers to the population of sampling, investigate among the schools that these teacher working for through phone calls or e-mails to get the answer about how many schools hired Chinese teachers together with the Hanban Chinese teachers in the same years. Then we can get the number of teachers, and use these teachers as the total sample number for comparison. All the chosen teachers belong to the secondary and high school in Thailand, which are belong to the private and public sector, because most Chinese teachers were teaching in these two type of schools, it's easier to compare the difference and represent the Thailand situation.

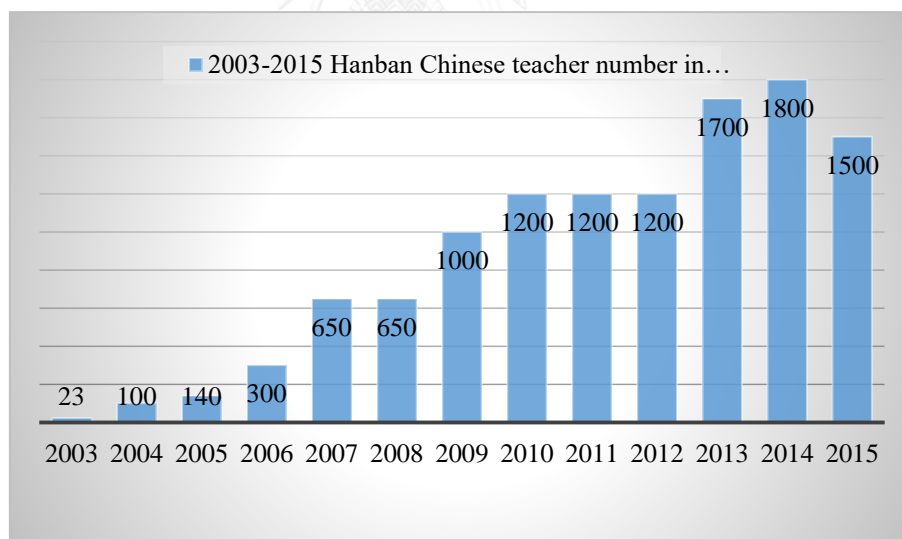


Chart 3.1 The numbers of Chinese teachers from Hanban

3.3.2 Data Collection

The data will be collected by channels as follows:

1) Collecting the information of Hanban's Chinese teachers on the website, and presenting the bar chart graph to show the growth trend of these teachers.

2) Making the questionnaires for both the Hanban's teachers and non-Hanban teachers. The content of the questionnaires is all concluded from the literature that review, which are related to the impact of cross-cultural training on teachers' job performance the most. The self-assessment for both groups of teachers is included with the purpose of compare the difference between each teacher provide the evidence about the individual factors that can have impact on the teachers' job performance. And these two groups of teachers need to work in the same school in order to make sure the results could be compared.

3) Using the questionnaires for the Thai nationality co-workers or supervisors of the Chinese teachers who work in the same school, making them evaluate the teachers and give the opinions about the cross-cultural training, and asking for the advices as well.

4) Doing the in-depth interviews with the project officer from Thailand Education Ministry. Collecting the opinion and advices from the cross-cultural training.

3.3.3 Selection of the Respondents

Three groups of respondents need to be selected, the first two are Chinese teachers being sent from Hanban and the Chinese teachers hired by Thai school. Each pair of Chinese teachers need to work in the same schools, only in this way the collected data can be compared, and the result is effective. The second group of respondents is the Thai nationality co-workers or supervisors, who work together with the Chinese teachers in the same school. Because they work together with the Chinese teachers, they have the experience to cooperate with them, so they know the performance of the Chinese teachers well, the opinions from them are in a Thai people's view, which is meaningful for the research that to employ difference inside the study, so the result will be more reliable. The last group is the project officer from

Thailand Education Ministry, these project officers supervise the Chinese teachers from Hanban in all these years, they know a lots of real cases, and many experience about advising the Chinese teachers to deal with the cross-cultural issues based on their own experience, and they can give the objective evaluations and practical advices.

3.4 Data Analysis

Apart from descriptive analysis, a multivariate linear regression will be used to analyze the relationship between cross-cultural training and job performance of the Chinese teachers. Other factors likely to impact job performance are also included in the analysis. Below is the analysis equation and its description.

$$Y_{JP} = \beta_0 + \beta_1 \text{Train.} + \beta_2 \text{Knowl.} + \beta_3 \text{Uders.} + \beta_4 \text{Behav.} + \beta_5 \text{Exper.} + \beta_6 \text{Langu.} + \beta_7 \text{CTCSOL.} + \beta_8 \text{Loca.} + \beta_9 \text{Salary} + \beta_{10} \text{Type Sch.} + \beta_{11} \text{Feedb.} + \beta_{12} \text{Major} + \beta_{13} \text{Year of sch.} + \beta_{14} \text{Class Size} + \beta_{15} \text{Class/week}$$

Y_{JP}	Job performance
Train.	Take the cross-cultural training before or not
Knowl.	Cross-cultural knowledge
Uders.	Cross-cultural understanding
Behav .	Cross-cultural behavior
Exper.	Working experience as a Chinese teacher in Thailand
Langu.	Language level (Thai)
CTCSOL	Teacher Certification
Loca.	Location of the school
Salary	Salary
Type Sch.	Type of school
Feedb.	The student's feedback
Major	The Majors that the Chinese teachers graduated from
Year of Sch.	The year of schooling
Class Size	The class size
Class/week	The class/week

Table 3.1 Variables and Description

Variable Type	Variable name	Variable Description	Measurement
Dependent (Y)	Job performance	Job performance in the form of: 1. Students Feedback (1-6) 2. Teamwork Spirit (1-6) 3. Work Attitude (1-6) 4. Participating in School Activities (1-6) 5. Act upon School Regulations (1-6) 6. Communication Skills (1-6) 7. Teach Performance (1-6)	Sum of set of performance scores: 1. Very Poor 2. Poor 3. Fair 4. Good 5. Very Good 6. excellent Total score:42
Independent	Cross-cultural training	Take training before or not (X_1)	(1 Dummy) Yes 1 No 0
		Culture understanding: Difference between culture (X_2)	1. Very Poor 2. Poor 3. Fair 4. Good 5. Very Good 6. excellent
		Culture behaviour: Case analysis (X_3)	1. Very Poor 2. Poor 3. Fair 4. Good 5. Very Good 6. excellent
		Culture knowledge: Basic knowledge (X_4)	1. Very Poor 2. Poor 3. Fair 4. Good 5. Very Good 6. excellent
Control	Exp.	Working experience as teacher in Thailand (X_5)	Number (years)

Table 3.1 Variables and Description (Continue)

Variable Type	Variable name	Variable Description	Measurement
Control	Language level	Thai language level(X_{6_1})	1. Very Poor 2. Poor 3. Fair 4. Good 5. Very Good 6. excellent
Control	T.C.	Have Chinese Teacher Certification or not(X_7)	(1 Dummy) 0 No 1 Yes
Control	Location of the school	The school location belongs to which region(Bangkok & central region, Others) (X_8)	(1 dummy) Bangkok¢ral region=1 others=0
Control	Salary	Salary (Baht) (X_9)	Number
Control	Type of School	Public school/ private school(X_{10})	(1 Dummy) 0 Private 1 Public
Control	The level of student's feedback	Which level of the student's feedback(1-6) (X_{11})	1. Very Poor 2. Poor 3. Fair 4. Good 5. Very Good 6. excellent
Control	Majors	Education and Language related major , Others (X_{12})	Education and Language=1, others=0
Control	Year of schooling	Years(X_{13})	Number
Control	Class Size	Students(X_{14})	Number
Control	Working Hours	Class/Week(X_{15})	Number

CHAPTER IV

RESULTS

4.1 Descriptive Results

4.1.1 Basic information of the respondents

There were total 348 questionnaires sent to the Chinese teachers (Hanban & Non-Hanban), and 104 questionnaires sent to Thai co-workers. The respondents were chosen from the teachers who worked 1 year in the same school during 2015-2016 assignment year. Covering both private and public schools, this research focused on 4 types of respondents: Hanban Chinese teachers, Non-Hanban Chinese teachers, Thai co-workers and Thailand Education Ministry project officer. The whole data collection period continued for about 7 months, with 204 replies from Chinese teachers and 104 replies from Thai co-workers in total. This research also did the in-depth interviews with 2 project officers from Thailand Education Ministry (OBEC&OPEC), who had the very strong working experience about the Chinese teacher program in Thailand and the Chinese teacher's /Chinese teaching situation in Thailand.

The basic information of respondents will be separated into 4 parts:

1. Introduction to the general information of Chinese teachers from Hanban and Non-Hanban.
2. The basic information of Thai co-workers.
3. Basic information of the project officer of Thailand Education Ministry.
4. The schools covered in study.

4.1.1.1 General information of Chinese teachers (Hanban & Non-Hanban)

There were total 349 questionnaires sent to Chinese teachers, with 204 replies. First, these replies included all 76 Hanban teachers with 26 of them from public school (100%) and 50 teachers from private school, and 128 Non-Hanban teachers with 33 of them from public school, 95 of them from private school. The whole questionnaire

could be separated by 3 main parts: personal information, cross-cultural assessment (cross-cultural knowledge, cross-cultural understanding, and cross-cultural behavior), and cross-cultural training (teachers with the training already, teachers without training).

Among these Chinese teachers, 27% are male and 73% teachers are female. The average age of Hanban teachers are younger than total average teachers, and average age of Non-Hanban teachers are higher than total average teachers. (Table 4.1) And this table also shows that the average age of Non-Hanban teachers are 10 years older than average Hanban teachers. The youngest age level of these two groups of teachers are same at about 20 years old. But Non-Hanban teachers are much older than Hanban teachers, as the highest age of them are 60 years old that is much higher than Hanban oldest teachers at about 29 years. Most of Hanban teachers are around 23-25 years old, but Non-Hanban teacher's age was distributed from 20-60 years old.

Table 4.1 The average age level of Chinese teacher

(Years)

	Average age	Maximum	Minimum
Hanban	24	31	20
Non-Hanban	34	60	20
Total	30	60	20

If looked at the details of the Chinese teachers age distribution table 4.2, the results showed clearly that all Hanban teachers age were distributed in 20-30 years old, but Non-Hanban teachers were quite different, at 20-30 years level not exceed 50% of Non-Hanban teachers, the others were separated in to elder age range, and even have about 9% Non-Hanban teachers age very high about 50-60 years old, some of them may have got married in Thailand or some of them may have already retired, but were re-employed by the school.

Table 4.2 The age distribution of Chinese teachers

	Hanban		Non-Hanban		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
20-25	60	78.95%	28	21.88%	88	43.14%
26-30	16	21.05%	34	26.56%	50	24.51%
31-35	0	0.00%	26	20.31%	165	80.88%
36-40	0	0.00%	15	11.72%	15	7.35%
41-45	0	0.00%	11	8.59%	11	5.39%
46-50	0	0.00%	8	6.25%	8	3.92%
51-55	0	0.00%	4	3.13%	4	1.96%
56-60	0	0.00%	7	5.47%	7	3.43%

Table 4.3 indicates there are 190 of Chinese teachers with a bachelor degree, with the percentage of 83.33%, 33 teachers with a master degree at a percentage of 16.18% and only 1 teacher having a Ph.D. degree at the percentage of 0.49%. Even though they did the same job, they graduated from different majors, such as, accounting, agriculture, arts, business, communications, computer science, economics, education, health sciences, and language. According to the Table 4.4, the majority of these Chinese teachers graduated from two main majors: 89 of them (about 39%) graduated from language study, and 61 of them (about 31%) graduated from education, and these two majors covered about 70% of Chinese teachers.

If looked separately, more Non-Hanban teachers graduated with a bachelor degree than Hanban teachers, but more Hanban teachers graduated with a master degree than Non-Hanban teachers. More Hanban teachers study language than Non-Hanban teachers.

Table 4.3 Degree of Chinese teachers

	Hanban		Non-Hanban		Total	
Bachelor	54	71.05%	116	90.63%	170	83.33%
Master	22	28.95%	11	8.59%	33	16.18%
Ph.D	0	0.00%	1	0.78%	1	0.49%

Table 4.4 Major of Chinese teachers

	Hanban		Non-Hanban		Total	
Education	18	23.68%	45	35.16%	63	30.88%
Language	36	47.37%	44	34.38%	80	39.22%
Social Science	4	5.26%	11	8.59%	15	7.35%
Accounting	2	2.63%	0	0.00%	2	0.98%
Agriculture	2	2.63%	1	0.78%	3	1.47%
Arts	7	9.21%	2	1.56%	9	4.41%
Business	2	2.63%	3	2.34%	5	2.45%
Communication	1	1.32%	4	3.13%	5	2.45%
Computer Science	3	3.95%	5	3.91%	8	3.92%
Economics	1	1.32%	6	4.69%	7	3.43%
Health Science	1	1.32%	7	5.47%	8	3.92%
Physical	0	0.00%	8	6.25%	8	3.92%

The result of questionnaires showed that no Chinese teacher had overseas working experience before they came to Thailand, and have the working experience only in Thailand. The majority of Hanban teachers have at least 1 years working experience in Thailand. And the longest working experience of Hanban teachers were 4 years. Like the Hanban teachers, the Non-Hanban respondents also have at least 1 year experience in Thailand, but many of them have a much longer working experience than Hanban teachers, with the maximum years of 20 years. It can be found that from

the average working experience of each groups, average Hanban teacher's working experience are much lower than Non-Hanban teachers and the Total average working experience of Chinese teachers. Non-Hanban teacher's average working experience is higher than total average work experience of Chinese teachers. The reason could be the regulations of Hanban, as they do not allow the Chinese teachers to work longer than 3 years in Thailand, except some specified positions. And only 15% Chinese teachers have the certificate of teaching Chinese language to foreign students, whereas 85% Chinese teachers don't have it. (Table 4.5)

Table 4.5 Chinese teacher's working experience in Thailand

(Years)

	Average	Maximum	Minimum
Hanban	1.53	4	1
Non-Hanban	4.28	20	1
Total	3.31	20	1

From the survey of these Chinese teachers, we can find that, the total class size they teach are not too big, around 26 students per class, there's no significant difference between the class size of Hanban teachers and Non-Hanban teachers. (Table 4.3)

According to Table 4.6, all Hanban teachers working experience in Thailand are between 1-3 years, but only 64% of Non-Han are at this level, the difference is Non-Hanban teachers have a higher working experience, and it's surprising that some NonHanban teachers' working experience is about 20-23 years. This group of teachers live in Thailand very long by the reason of marriage or already retired, or some of them were truly love the job of teaching Chinese.

Table 4.6 Chinese teacher's working experience distribution

	Hanban		Non-Hanban		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1-3 year	75	98.68%	82	64.06%	157	76.96%
4-6 year	1	1.32%	17	13.28%	18	8.82%
7-9 year	0	0.00%	13	10.16%	13	6.37%
10-12 year	0	0.00%	8	6.25%	8	3.92%
13-15 year	0	0.00%	2	1.56%	2	0.98%
16-19 year	0	0.00%	1	0.78%	1	0.49%
20-23 year	0	0.00%	5	3.91%	5	2.45%

From the survey of these Chinese teachers, we can find that, the total class size they teach is not too big, around 26 students per class. There's no significant difference between the class size of Hanban teachers and Non-Hanban teachers. (Table 4.7)

Table 4.7 Class size of Chinese teachers

(Person)

Level	Average	Maximum	Minimum
Lower secondary			
Hanban	27	49	9
Non-Hanban	26	55	6
Total	26	55	6
Upper secondary			
Hanban	22	39	10
Non-Hanban	28	47	10
Total	26	47	10

Hanban has a MOU with Thailand Education Ministry signed at 2005. Even though 12 years had passed and MOU expired already, but it is still used as an implementation standard. According to this agreement, the teaching hours of Hanban

Chinese teachers shouldn't be longer than 22 classes if the class time is 50 minutes, or 18 hours if the class time is 60 minutes. Results from the survey of this study show that this agreement has been well implemented. No teachers teaching class per week exceeding the agreement and 90% of these Chinese teacher's class time were around 40-50 minutes per class. There is no significant difference between Hanban and Non-Hanban Chinese teachers. (Table 4.7 - 4.8)

Table 4.8 Teaching class of Chinese teachers per week

(Class)

	Average	Maximum	Minimum
Hanban	18	25	8
Non-Hanban	17	35	3
Total	17	35	3

Table 4.9 Teaching time per class

(Min)

	Average	Maximum	Minimum
Hanban	50	120	40
Non-Hanban	50	120	40
Total	50	120	40

According to the agreement between Hanban and Thailand Education Ministry, the total salary of Hanban Chinese teachers has two parts, 12000 baht per month from Thai schools and 400 dollars from Hanban per month. Hanban's salary are fixed at 400 dollars/month and would not increase under any condition. But Thai schools can provide a higher salary to Hanban Chinese teachers or increase teachers' salary according to their performance or the durations of working. But in fact, survey of these Chinese teachers shows that only 4 of these Hanban teacher get a higher than 12,000 baht salary and only 2 of them get a salary higher than the total average salary of Chinese teachers in Thailand. The data from Non-Hanban teacher shows that, there

are 62.5% of them get a higher salary than total average level, the maximum salary they get are much higher than the total average Chinese teacher's salary and the maximum Hanban teacher's salary in Thailand. On the other hand, the total salary of Hanban Chinese teacher's level is better than Non-Hanban teachers, because they also get salary from Hanban, That factor makes more Chinese teachers would like to apply for a Hanban teacher's position. (Table 4.10)

Table 4.10 Salary of Chinese teachers

(Thai school: Baht, Hanban: Dollar)

	Average		Maximum		Minimum	
	Thai school	Hanban	Thai school	Hanban	Thai school	Hanban
Hanban	12238	400	20000	400	12000	400
Non-Hanban	19191	-	35000	-	4000	-
Total	16600	-	35000	-	4000	-

4.1.1.2 Basic information of Thai co-workers

The questionnaires had been sent to 52 Thai co-workers who worked in 52 different schools, and worked together with the Chinese teachers during the year 2015-2016. All of these Thai co-workers had replied the questionnaires with a well detailed answer. These 52 schools include both the Hanban Chinese teachers and Non-Hanban Chinese teachers who worked during 2015-2016 assignment year.

Table 4.11 Age and working experience level of Thai co-workers

(Years)

	Age	Working experience
Average	39	13
Maximum	69	35
Minimum	24	1

Since the Thai co-worker was chosen randomly in the Chinese teacher's school, the age range of them varied with the average age of 39, which meant that most of them had many years of working experience. According to the table 4.7, the average Thai co-workers working experience were 13 years, the highest even reach to 35 years. Within these Thai co-workers, 44 of them (85%) were female and 8 of them (15) were male. (Table 4.11)

There were only 21% of them working in Bangkok metropolitan at the same school that the Chinese teachers worked in, and 79% of these Thai co-workers came from other 27 provinces. 44% of the schools they were working in were public schools and another 56% were private schools. But the job position were not the same, 86% of them were teachers including regular teachers (73%), Chinese teachers (9%) and senior teachers (4%), the others 14% of Thai co-workers were the head finance officer (4%), head of foreign language teaching group (2%), head of subject of social science studies (2%), school administrators (2%) and teacher assistant (4%). There were 65% of Thai co-workers teaching upper secondary students and 35% of them teaching lower secondary school.

4.1.1.3 Basic information of the project officer from Thailand Education Ministry

This research interviewed 2 professional project officers from Thailand Education Ministry. First, they both had long working experiences of the Chinese teacher's project. Especially in the Hanban program, they cooperated with Hanban since it started the Chinese teacher program in Thailand, and still collaborated with it now. The strong experience background made them had the authority on this topic so that they could give the most accurate assessment and put forward some constructive suggestions. Second, they understood the Thailand Chinese teaching situation very well, knew what Thailand needed.

First officer interviewed was Ms. Uthaiwan Chalermchai, who was at her 61 years old. She was working at OBEC (Office of the Basic Education Commission)-public schools, as a committee member of Chinese teaching program of OBEC, she had 14

years working experience with Hanban Chinese teachers program in Thailand since the very beginning.

The second officer interviewed was Mrs.Sukanit Piyavittayanon, a female at 59 years old, who was working at office of the Private Education Commission, Ministry of Education of Thailand (OPEC)-private school. Her current working position is the director of special policy unit of Private school with 30 years working experience on Chinese teaching and the Hanban Chinese teachers program.

All two teachers have a very strong knowledge of the Chinese teaching situation in Thailand and the Chinese teachers who are teaching in Thailand, including the teachers from Hanban and Non-Hanban. Now they are still working in this area and have a strong willing to improve the Chinese teacher's performance and help Thailand to develop the Chinese teaching situation.

4.1.1.4 Basic school information covered in study

There were total 52 schools that covered all the conditions as below together: Hanban Chinese teachers (at least one year experience) and Non-Hanban Chinese teaches who taught together during 2015-2016 assignment year taught in secondary school (lower secondary or upper secondary or both). Within the schools that Hanban and Non-Hanban teachers worked in, private school numbers were about twice of public schools or even more. And there were only 21% of these schools located in Bangkok area, most of these schools (about 79%) were located in other provinces. (Table 4.12)

Table 4.12 Information of school

Total school (52)	Public school (23)	Private school (29)
Hanban	27	49
Non-Hanban	34	94
Total	61	143
Location of school	Bangkok metropolitan	Other provinces
Number	11	41

4.1.2 Basic results of survey

4.1.2.1 Student's interest level and feedback

The student interest in study with the Chinese teacher largely depends on whether they were satisfied with the teachers, so the student's interest level can well reflect the Chinese teacher's teaching performance, therefore the feelings of the students to their teachers is a very important factor to evaluate the Chinese teacher's job performance. Within this research, we demand the Chinese teachers to do self-assessment then we compared with the Thai co-workers evaluation results on this aspect. In order to find out that whether there is any difference existing between the Chinese teacher's self-assessment and Thai co-worker's evaluations, and also the difference between the Hanban and Non-Hanban teachers. There are total 6 scores to represent 3 level of student's interest level and the feedbacks, at 0-2 representing low level, 3-4 represent middle level and 5-6 representing a high level.

According to table 4.13, we can find that, the overall average Thai student's interest level was in the middle. The Hanban teachers got a bit higher average score than overall average score, and Non-Hanban teachers was the lowest, but they all are still in the range of middle level. If the table was viewed separately, the majority of Hanban teachers considered their students as very interested in Chinese, and the majority of Non-Hanban teachers were only at a middle level. More Non-Hanban teacher's thoughts their students were not interested in learning Chinese.

Compared with the results of Thai co-worker's evaluation, it is the same that there are more Hanban teachers who performed at a high level than Non-Hanban teachers, the difference is the majority of these Hanban teachers are all at a middle level, but a little less than Non-Hanban teachers, no students think that the Hanban teachers have a bad performance, but some of Non-Hanban teachers have. (Table 4.14)

Table 4.13 Students interest level (Chinese teacher self-assessment)

	Hanban		Non-Hanban		Total	
High Level	40	52.63%	51	39.84%	91	44.61%
Middle level	31	40.79%	55	42.97%	86	42.16%
Low level	5	6.58%	22	17.19%	27	13.24%
Average	4.18		3.91		4.02	
Maximum	5		6		6	
Minimum	1		1		1	

(Score: 0-2 low level 3-4 middle level 5-6 high level)

Table 4.14 Students feedback (Thai co-worker evaluation)

	Hanban		Non-Hanban		Total	
High Level	15	19.74%	12	9.38%	27	13.24%
Middle level	61	80.26%	114	89.06%	175	85.78%
Low level	0	0.00%	2	1.56%	2	0.98%
Average	4.29		3.84		4	
Maximum	6		6		6	
Minimum	3		2		2	

(Score: 0-2 low level 3-4 middle level 5-6 high level)

There is a big difference between the Chinese teacher's self-assessment and the Thai co-workers evaluation results, most of Hanban teachers think their students were very interested in Chinese, actually the Thai co-worker think that most of them only got a middle level feedback from students.

From the results of the survey above we can see that not all the Chinese teachers get a highly recommendation from the students. Why not all Chinese teachers get a good feedback from the students? By interviewing the opinion of the Thai co-workers and ask them to choose the most likely reason, there were total 37 teachers

answered the question, the replies show that the majority of replied Thai co-workers consider they can't communicate with students, 14% of them think that may be because of their insufficient professional Chinese language knowledge. There are equal percentage of the co-workers who think the Chinese teacher's inappropriate teaching methods and not taking teaching seriously and 3% of co-workers consider that because the students are not really interested in study.

Table 4.15 Why the students not satisfied with Chinese teacher

Options	Replies
The don't know the regulations	5
They can't understand the regulations	27
They know but refuse to accept it	2
They think they don't need to act upon it	1
Don't know why	2

4.1.2.2 Chinese teacher's Thai language level

As a communication tool, language seems particularly important to the employees who work overseas. There are two languages that the Chinese teachers need to use when they work in Thailand, English and Thai. This research emphatically studies the impact of the Thai language level on Chinese teacher's job performance. In the comparison of the results between the Chinese teacher's self-assessment and the Thai co-workers evaluation, the paper tries to find out the difference between the two groups of teachers. There are total 6 scores to measure the Thai language level of Chinese teachers, from 0-2 scores at the low level, from 3-4 scores at the middle level and 5-6 scores at the high Thai language level.

In Chinese teacher's opinion, the total average Thai language level is higher than Hanban teacher's, but lower than Non-Hanban teacher's. The majority of both Hanban and Non-Hanban teachers have a poor Thai language level, but most Hanban teachers have a low Thai language ability. (Table 4.11) From this table, we can also see that, Hanban have few Chinese teachers very good at Thai language, but Non-Hanban teachers have much more and higher than the total average level too. The maximum Thai language level of Hanban teachers are lower than Non-Hanban teachers. The Non-Hanban teachers believe that they have more working experience in Thailand, and stay longer here, so the Thai language will be improved as the time grows.

In Thai co-workers opinion, the situation are quite different than the Chinese teacher's self-assessment, they consider that the majority of Hanban teachers have a high Thai language level which is higher than the average rate of total Chinese teachers. At this level, Non-Hanban teachers are even less than the total average rate. But most Non-Hanban teacher's Thai language are at a middle level and the rate is higher than the total average rate. Hanban has less teachers than the average at this level. None of these Thai co-worker consider the Thai language level of Chinese teachers are low. (Table 4.12)

According to the table 4.12, all the Chinese teachers' Thai language as a whole are in a middle level, but Hanban teachers get a higher score than total average scores than Non-Hanban teaches. Like the Chinese teacher's self-assessment, the Hanban teacher's maximum score is lower than Non-Hanban teachers. Thai co-worker considered that, the Hanban Chinese teachers have accepted the cross-cultural training before they came to Thailand, so they should know some basic Thai language for communications and especially know the basic words for teaching. On the contrary, Non-Hanban teachers don't know.

Table 4.16 Thai language level of Chinese teacher's self-assessment

	Hanban		Non-Hanban		Total	
High Level	2	2.63%	23	17.97%	25	12.25%
Middle level	20	26.32%	33	25.78%	53	25.98%
Low level	54	71.05%	72	56.25%	126	61.76%
Average	2.17		2.59		2.44	
Maximum	5		6		6	
Minimum	1		1		1	

(Score: 0-2 low level 3-4 middle level 5-6 high level)

Table 4.17 Thai language level of Thai co-worker's evaluation

	Hanban		Non-Hanban		Total	
High Level	44	57.89%	48	37.50%	92	45.10%
Middle level	32	42.11%	80	62.50%	112	54.90%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	4.71		4.28		4.45	
Maximum	5		6		6	
Minimum	3		3		3	

(Score: 0-2 low level 3-4 middle level 5-6 high level)

But if compared the results got from these two evaluation can find that, the Chinese teachers give themselves a low estimated score on Thai language level, Hanban was the lowest, that may be because Hanban teachers think they just graduate from university, and newly come to Thailand, so they don't have the confidence about their Thai language level, but Non-Hanban teachers believed that since they stay in Thailand many years, they should have a better Thai language level. But the results from Thai co-workers was totally different, they believed the Hanban teachers are better at Thai, and most of their Thai language level were high, but most of Non-Hanban teacher's Thai language level only at the middle, this should be because of

the trained that Hanban teachers had taken before, the content of this training include the profession teaching word, and important communication words, so that they can communication with Thai people and students correctly.

4.1.2.3 Chinese teacher's cross-cultural self-assessment

The cross-cultural self-assessment part focuses on 4 aspects of Chinese teachers: the cross-cultural knowledge, the cross-cultural understanding, the cross-cultural behavior and the cross-cultural adjustment. There are total 3 levels to evaluate the Chinese teacher in each aspect. Within the evaluation part, the Chinese teacher's self-assessment have a series of questions, therefore 1 score for each questions, add up all the score that the Chinese teacher achieve then check which levels they belongs to. On the other hand, in the Thai co-worker's questionnaires, demand them to choose their Chinese colleagues scores at the range of 1 to 5., and use that score as an evaluation results of Thai co-workers.

Firstly, for the cross-cultural knowledge level, from the Chinese teachers' self-assessment, ask them to choose the questions related to the basic knowledge of Thailand including the information that Chinese teachers should know when they live or work in Thailand. There are 9 questions in total, 1 score for each question and total 9 scores. The more questions they can answer correctly the higher cross-cultural knowledge they have.

In the table 4.18, the results show the Chinese teacher's self-assessment, the overall cross-cultural knowledge level of Hanban Chinese teachers are higher than the total average level, but Non-Hanban teachers are lower than it. Consider the data separately, the majority of these Chinese teachers get a high score on cross-cultural knowledge level, more Hanban teachers can answer the questions very well and get a high score than Non-Hanban teachers. But the middle level is opposite to high level, they have higher rate of Non-Hanban teachers than the total rate in this level, and Hanban teachers are lower than the total rate.

Table 4.18 Cross-cultural knowledge level (Chinese teacher self-assessment)

	Hanban		Non-Hanban		Total	
High Level	68	89.47%	109	85.16%	177	86.76%
Middle level	8	10.53%	19	14.84%	27	13.24%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	8.19		8.03		8.09	
Maximum	9		9		9	
Minimum	4		4		4	

(Score: 0-3 low level 4-6 middle level 7-9 high level)

Table 4.19 Cross-cultural knowledge level (Thai co-worker evaluation)

	Hanban		Non-Hanban		Total	
High Level	24	31.58%	19	14.84%	43	21.08%
Middle level	52	68.42%	98	76.56%	150	73.53%
Low level	0	0.00%	11	8.59%	11	5.39%
Average	4.26		3.56		3.82	
Maximum	6		6		6	
Minimum	3		2		2	

(Score: 0-2 low level 3-4 middle level 5-6 high level)

But the results from the Thai co-workers seems different, in their opinions, the total average cross-cultural knowledge level of Chinese teachers are not high, the results from table 4.19 shows that Hanban teachers are at a middle cross-cultural knowledge level and higher than Non-Hanban teachers. The total average score of Chinese teachers are a little higher than Non-Hanban teachers, but they are still at the low level. Like the results of Chinese teacher's self-assessment, the highest rate of high level cross-cultural knowledge comes from Hanban teachers, whereas Non-Hanban teachers are much lower. But Thai co-worker think that the majority of Chinese teachers' cross-cultural level belongs to middle, meanwhile Hanban teachers have the highest estimated score.

The reasons for this difference may come from the difference channel to receive information about the cross-cultural knowledge. The training content of the Hanban teachers include the basic knowledge about Thailand. After they come to Thailand, there will be someone take care of these group teachers who are arranged by school, these teachers will tell the Hanban teachers about the necessary information. But Non-Hanban teachers may not get the treatment. As they have a longer working experience in Thailand, after a long time, they may learn it automatically.

Table 4.20 The cross-cultural understanding level (Chinese teacher's self-assessment)

	Hanban		Non-Hanban		Total	
	High Level	76	100.0%	128	100.0%	204
Middle level	0	0.00%	0	0.00%	0	0.00%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	9.97		9.55		9.64	
Maximum	10		10		10	
Minimum	9		8		8	

(Score: 0-3 low level 4-7middle level 8-10 high level)

Table 4.21 The cross-cultural understanding level (Thai co-worker evaluation)

	Hanban		Non-Hanban		Total	
	High Level	27	35.53%	26	20.31%	53
Middle level	49	64.47%	82	64.06%	131	64.22%
Low level	0	0.00%	20	15.63%	20	9.80%
Average	4.29		3.59		3.84	
Maximum	6		6		6	
Minimum	3		2		2	

(Score: 0-2 low level 3-4 middle level 5-6 high level)

Secondly, it is the cross-cultural understanding level. In this part of Chinese teacher's self-assessment, the question is chosen related with the Thai culture or customs to examine if the Chinese teachers are able to make a correct judgment. Cross-understanding means Chinese teachers can realize the difference between Thai cultural and Chinese cultural, and understand the Thai culture and customs well when the Chinese teachers working in Thailand. It's believed that this will help them to behave in a right way, reduce the possibilities for mistakes and being accepted by Thai co-workers. This part includes total 10 questions, 1 score per question, and total 10 scores.

It is surprised that all the Chinese teachers have a very good cross-cultural understanding level from their self-assessment, the average score of Hanban teachers are a little higher than average score of all, and Non-Hanban teachers get a little lower score than average score of all. (Table 4.20) But the Thai co-workers have the different opinions. They think that the majority of Chinese teachers are just at middle level of cross-cultural understanding. Teachers in Hanban have a highest rate and belong to the high understanding level, Non-Hanban teachers have a lower rate than the total Chinese teachers at this level. (Table 4.21)

However, the Thai co-worker's eye, they don't have that much higher rate of high understanding level, the coworker considered that most of the Chinese workers cross-cultural understanding level are middle, and some of Non-Hanban Chinese teachers were even low.

Table 4.22 Cross-cultural behavior level (Chinese teachers' self-assessment)

	Hanban		Non-Hanban		Total	
High Level	75	98.68%	113	88.28%	188	92.16%
Middle level	1	1.32%	15	11.72%	26	12.75%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	4.88		4.23		4.5	
Maximum	5		5		5	
Minimum	3		2		2	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

Table 4.23 Cross-cultural behavior level (Thai co-workers' evaluation)

	Hanban		Non-Hanban		Total	
High Level	31	40.79%	19	14.84%	50	24.51%
Middle level	45	59.21%	91	71.09%	136	66.67%
Low level	0	0.00%	18	14.06%	18	8.82%
Average	4.4		3.51		3.84	
Maximum	6		5		6	
Minimum	3		2		2	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

The third one is cross-cultural behavior level. Cross-cultural behavior means the behavior of people in a cross-cultural situation. If they can behave in a right way, it will be very helpful for doing their job and achieving a good performance. Besides, they would be accepted by their co-workers more easily, and approved by their students and schools. In this part of research, the questions were set under a certain condition, and teachers were allowed to judge what behaviors should be right. With the purpose to estimate the levels of the cross-cultural behaviors of Chinese teachers, a total of 5 questions (1 score for each question, i.e. a total of 5 scores) were prepared under a certain condition, and teachers were asked to choose the right reactions.

Similarly, according to the self-assessment results of Chinese teachers, most Chinese teachers believe that they have a high cross-cultural behavior level. Hanban teachers still have the highest rate of cross-cultural behavior, and non-Hanban teachers have a lower rate than the total rate at this level. Only a few Chinese teachers behave at a middle level. On the contrary, non-Hanban teachers have a higher rate at this level than the total rate, and Hanban teachers have the lowest level. Non-Hanban teachers get the minimum score. (Table 4.22-4.23)

From these 3 levels shown above, we can find that Chinese teachers usually overestimate themselves. In the eyes of Thai co-workers, they usually have a lower level than they think. However, Hanban teachers usually have a higher rate than the total rate at the highest level, and the non-Hanban teachers have a lower rate than

the total rate. At the middle level or below, non-Hanban teachers have a higher rate than the total rate, and Hanban teachers get the lowest one. The maximum scores of teacher groups are almost the same, or that of Hanban teachers is a little higher. Nevertheless, Hanban teachers' minimum score is still the highest.

Table 4.24 Adjustment level of Chinese teachers to the Thai culture

	Hanban		Non-Hanban		Total	
	High Level	42	55.26%	29	22.66%	71
Middle level	34	44.74%	96	75.00%	130	63.73%
Low level	0	0.00%	3	2.34%	3	1.47%
Average	4.81		4.29		4.60	
Maximum	6		6		6	
Minimum	3		2		2	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

Working in Thai schools is different from working in China. In a different culture, teachers need to adjust themselves to the new environment. In the eyes of Thai co-workers, they have different considerations about the Hanban and non-Hanban teachers' capability to adjust to the Thai culture. Thai co-workers consider that the majority of Hanban Chinese teachers have a high adjustment level than non-Hanban teachers, and non-Hanban teachers have a higher rate at the middle level and below than Hanban teachers. The total average capability of Hanban teachers to adjust to the Thai culture is higher than that of Chinese teachers, and non-Hanban teachers' is the lowest. Similarly, the minimum score of Hanban teachers is higher than that of non-Hanban teachers. (Table 4.19) Chart 4.4 presents the adjustment levels of Hanban and non-Hanban teachers in detail.

Why can't some of these teachers adjust to the Thai culture well? Based on the Thai co-workers' opinion, there are 3 most important parts need to be adjust. The first one is language, the second one is the manners and customs of Thailand, and the third one is the diet culture. (Table 4.25)

Table 4.25 The factors need be adjust most

Options	Replies
A. Language	85
B. Manners and Customs	72
C. Diet culture	53
D. Religion	26
E. Historical knowledge	17
F. View of values	25
G. Hierarchy	16
H. Thinking habit	20

4.1.2.4 Cross-cultural training

This paper focuses on whether cross-cultural training affect Chinese teachers' job performance and what factors of cross-cultural training most impact their job performance. Consequently, this part of questionnaires emphasize on whether Chinese teachers have taken cross-cultural trainings before or not, and what level of cross-cultural training they have got. The aim is to find the difference between the two groups of teachers and listen to the opinions of Chinese teachers about training contents.

The results of the survey among Chinese teachers show that all the Chinese teachers from Hanban had been trained before they were sent to Thailand. Nonetheless, only 20.31% of the 128 non-Hanban teachers used to take cross-cultural trainings, and 79.69% of them had never taken the training before. The total trained and un-trained Chinese teachers account for 50% respectively.

4.1.2.4.1 Trained Chinese teachers

The contents that may consist in the cross-cultural training were listed, and the teachers who used to attend cross-cultural training were asked about the contents included in their cross-cultural training. The replies show that Hanban teachers have

about twice contents than non-Hanban teachers do. According to Chart 4.6, the coverage of the training contents of Hanban teachers is actually very comprehensive. 3 contents have the highest rate, namely Thai language, safety training, and Chinese traditional skills. For the non-Hanban teachers, safety training, Thailand's etiquette and culture, as well as cultural adjustment skills have the highest rate among the few contents of training. The overall results of Chinese teachers are a little different. Experience exchange, cultural adjustment skills, Chinese traditional skills and simulation of the real classroom in Thailand are mostly trained.

A research was made among these groups of teachers about the training contents that they want the most and the reasons. The teachers who used to get cross-cultural training were asked this question. The answers seem to have some differences between Hanban and non-Hanban teachers. They all want to improve their professional teaching skills and cross-cultural communication skills, but non-Hanban teachers more prefer to have the chance to simulate the real classroom of Thailand and experience exchanges. A large percentage of Hanban teachers want to study Thai language.

Table 4.26 Cross-cultural training content

Training content	Hanban		Non-Hanban		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
A. Professional teaching skills	74	97.37%	23	17.97%	97	47.55%
B. Culture adjustment skills	74	97.37%	24	18.75%	98	48.04%
C. Cross-cultural communicational skills	74	97.37%	23	17.97%	97	47.55%
D. Language (Thai)	75	98.68%	21	16.41%	96	47.06%
E. Simulation the real classroom of the Thailand	74	97.37%	22	17.19%	98	48.04%
F. Safety training	75	98.68%	26	20.31%	97	47.55%
G. Experience exchange	73	96.05%	23	17.97%	99	48.53%
H. Chinese traditional skills training	75	98.68%	21	16.41%	98	48.04%
I. Culture shock theory	65	85.53%	21	16.41%	86	42.16%
J. Thailand's etiquette and culture	73	96.05%	24	18.75%	97	47.55%
K. Thai national conditions and education system	64	84.21%	19	14.84%	83	40.69%
L. Psychological knowledge	68	89.47%	19	14.84%	87	42.65%

Table 4.27 Wanted training content (trained teachers)

A. Professional teaching skills	35	46.05%	10	7.81%	45	22.06%
B. Culture adjustment skills	23	30.26%	6	4.69%	29	14.22%
C. Cross-cultural communicational skills	33	43.42%	9	7.03%	42	20.59%
D. Language (Thai)	33	43.42%	8	6.25%	41	20.10%
E. Simulation the real classroom of the Thailand	25	32.89%	9	7.03%	32	15.69%
F. Safety training	11	14.47%	5	3.91%	16	7.84%
G. Experience exchange	19	25.00%	12	9.38%	31	15.20%
	9	11.84%	7	5.47%	16	7.84%
I. Culture shock theory	4	5.26%	5	3.91%	9	4.41%
J. Thailand's etiquette and culture	19	25.00%	4	3.13%	22	10.78%
K. Thai national conditions and education system	9	11.84%	1	0.78%	10	4.90%
L. Psychological knowledge	9	11.84%	2	1.56%	11	5.39%

In spite of the different or uncomprehensive training contents of these teachers, they still give an opinion about the importance and helpfulness of cross-cultural training. There are a total of 6 scores for them to choose, from the lowest to the highest. In this research, 3 levels are used to represent the importance and helpfulness of cross-cultural training. From Table 4.28-4.29, we can see that non-Haban teachers gave the highest score. The average score is higher than the total average score of Chinese teachers, and Hanban teachers' score is a little lower than other scores.

Table 4.28 Importance of cross-cultural training (trained teachers)

	Hanban	Non-Hanban	Total
Average	5.33	5.54	5.38
Maximum	6	6	6
Minimum	3	2	2

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

Table 4.29 Helpfulness of cross-cultural training (trained teachers)

	Hanban	Non-Hanban	Total
Average	5.43	5.58	5.47
Maximum	6	6	6
Minimum	3	3	3

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

4.1.2.4.2 Untrained Chinese teachers

After survey, it was found that 50% of the respondents never took cross-cultural training before, and all these teachers came from non-Hanban groups. Of these untrained teachers, 86.27% want to take a cross-cultural training, and only 13.73% do not want to.

Based on the results of the questionnaires for these untrained Chinese teachers, the top 3 wanted training contents are Thai Language, cross-cultural communication skills, and simulation of the real classroom in Thailand as well as professional teaching skills.

Since most members from this group of teachers have a strong willing to be trained, their opinions about the importance and helpfulness of cross-cultural training are quite similar. According to Table 4.22 (the highest score is 10), they all consider that cross-cultural training is very important and helpful.

Table 4.30 Importance and helpfulness of cross-cultural training (untrained teachers)

	Importance	Helpful
Average	9.22	9.48
Maximum	10	10
Minimum	6	7

(Score: 0-3 low level 4-7middle level 8-10 high level)

4.1.2.5 Evaluation on the job performance of Chinese teachers

This research intends to find out whether there is any difference in job performance between Hanban and non-Hanban teachers. In consequence, Thai co-workers were asked to evaluate the job performances of both Hanban and non-Hanban teachers in this part of survey. The evaluation involves 7 parts:

1. Professional level of teaching
2. Work attitude level
3. Team work spirit level
4. Compliance with school regulation
5. Feedback from students
6. Communication skill level
7. Participation in school activities.

There were a total of 5 full scores for each aspect. Thai co-workers were asked to evaluate and classify Chinese teachers.

4.1.2.5.1 Professional level of teaching

Professional teaching skills reflect the teaching performance of Chinese teachers. Especially, the Chinese teacher should have enough knowledge about how to teach foreign students when they are teaching in Thailand. From the Thai co-workers' point of view, Hanban teachers have the highest rate of high level teaching performance, and the majority of Hanban teachers' teaching performance belongs to

this level. In comparison, non-Hanban teachers have much higher rate of middle level teaching performance than Hanban teachers do, and the majority of non-Hanban teachers' performance belongs to this level. Hanban teachers' average professional teaching skill level is higher than the total average level, whereas the non-Hanban teachers have the lowest score. Anyway, they all at the middle level in average. (Table 2.23)

Table 4.31 Professional level of teaching

	Hanban		Non-Hanban		Total	
High Level	43	56.58%	49	38.28%	92	45.10%
Middle level	33	43.42%	79	61.72%	112	54.90%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	4.73		4.29		4.46	
Maximum	6		6		6	
Minimum	3		3		3	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

4.1.2.5.2 Working attitude of Chinese teachers

Similarly, the results of the evaluation made by Thai co-workers' show that most Hanban teachers' working attitudes are very good, and they have the highest rate at this level. Non-Hanban teachers' working attitudes are mostly around the middle level, which is much higher than Hanban teachers' at this level. Thai co-workers think that none of the Chinese teachers has a bad working attitude. (Table 4.24) The average of the total score for working attitude is lower than that of Hanban teachers, but higher than that of non-Hanban teachers. Even though the scores of these teachers are a little different, they are all at the middle level in average.

Table 4.32 Working attitude of Chinese teachers

	Hanban		Non-Hanban		Total	
	High Level	48	63.16%	38	29.69%	86
Middle level	28	36.84%	87	67.97%	115	56.37%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	4.81		4.24		4.46	
Maximum	6		6		6	
Minimum	3		3		3	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

4.1.2.5.3 Teamwork spirit of Chinese teachers

Although Chinese teachers may have a good working attitude, teamwork spirit is another important factor for evaluating their job performance. The replies were concluded and presented in Table 4.33. According to this table, the total average score for the team work spirit of Chinese teachers is lower than that for Hanban teachers', but higher than that for non-Hanban teachers'. The majority of Hanban teachers have a teamwork spirit at a high level, which is higher than that of non-Hanban teachers. In addition, only a few of them have a teamwork spirit at the middle level, whereas most non-Hanban teachers have a middle level teamwork spirit.

Table 4.33 Teamwork spirit of Chinese teachers

	Hanban		Non-Hanban		Total	
	High Level	52	68.42%	31	24.22%	83
Middle level	24	31.58%	97	75.78%	121	59.31%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	4.84		4.15		4.41	
Maximum	6		6		6	
Minimum	3		3		3	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

The results of the survey show that the average teamwork spirit of these teachers is at a middle level. Why can't Chinese teachers cooperate with Thai teachers well sometimes? 44% of Thai co-workers consider that the main reason lies in Chinese teachers' lack of cooperation methods with them. 33% of them attribute this phenomenon to Chinese teachers' insufficient Thai language and communication with Thai teachers. Another 15% of Thai co-workers think that Chinese teachers do not know the teachers' working habit. These 3 reasons account for about 92% of all Thai co-workers' reasons. (Table 4.34)

Table 4.34 Reason why can't cooperate with Thai co-workers

Don't know Thai language, can't communicate	13
They don't know how to cooperate with Thai teachers	17
Bad relationship between Thai teacher and Chinese teacher,	1
Don't know Thai teachers' working habit	6
Use English to communicate	1
Don't know why	1

4.1.2.5.4 Compliance with school regulations

Compliance with school regulation seems to be a basic requirement on teachers. Hence, it should also be included in job performance evaluation. From Table 4.35, we can see that all these Chinese teachers can behave according to school regulations. Nevertheless, more Hanban teachers perform very well in this aspect. Their rate is quite higher than that of non-Hanban teachers. The majority of non-Hanban teachers are only at a middle level of performance in this aspect. The overall average level of Hanban Chinese teachers is high. Non-Hanban teachers' is at the middle level, and their score is lower than the average total score of Chinese teachers. The minimum score of Hanban teachers is higher than other scores.

Table 4.35 Level of compliance with school regulations

	Hanban		Non-Hanban		Total	
High Level	61	80.26%	38	29.69%	99	48.53%
Middle level	15	19.74%	74	57.81%	89	43.63%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	5.05		4.21		4,52	
Maximum	6		6		6	
Minimum	4		3		3	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

Totally, 45 of these 52 Thai co-workers answered why Chinese teachers cannot behave according school regulations. In accordance to the replies (Table 4.36), 51% of them deem that the reason lies in Chinese teachers' insufficient understanding of regulations. 20% of them think that it may because of Chinese teachers' ignorance of regulations. 13% of them believe that Chinese teachers consider it to be unnecessary to act upon school regulations. 9% of them hold that Chinese teachers know school regulations, but they refuse to abide by them. 7% of these Thai co-workers do not know the reason.

Table 4.36 Reason not acting upon school regulations

Options	Replies
The don't know the regulations	9
They can't understand the regulations	23
They know but refuse to accept it	4
They think they don't need to act upon it	6
Don't know why	3

4.1.2.5.5 Communication skill level of Chinese teachers

In the daily work of these Chinese teachers, one thing that everyone needs to do is to communicate with other people. As a result, it is important to know whether these teachers can communicate with others well, especially the teachers with whom they work together. At least, they will leave their Thai co-workers a direct impression about their communication skills. In this research, communication skill level is taken as another factor for evaluating the job performance of Chinese teachers.

In the opinion of Thai co-workers, the average communication skill level of Chinese teachers is at the middle level, but Hanban teachers get a score higher than the total average. Non-Hanban teachers have a communication skill level lower than the total average level. As can be seen from Table 4.37, the majority of both Hanban and non-Hanban teachers have a communication skill at a middle level. Nevertheless, Hanban teachers get a higher score than non-Hanban teachers at each level, and even the minimum score of Hanban teachers is still higher than that of non-Hanban teachers.

Table 4.37 Communication skill level of Chinese teachers

	Hanban		Non-Hanban		Total	
High Level	22	28.95%	18	14.06%	40	19.61%
Middle level	43	56.58%	92	71.88%	135	66.18%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	4.26		3.51		3.79	
Maximum	6		6		6	
Minimum	3		2		2	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

In order to know the opinion of Thai co-workers about the ways to improve Chinese teachers' communication skills, this research prepared a series of choices for the questionnaire. Thai co-workers were asked to choose 3 from them, and rank them depending on the importance. The answers suggest that the highest 3 scores are communicating more with Thai people, going out to join others and being patient when talking with others. (Chart 4.38)

Table 4.38 Ways to improve communication skills

Options	Replies
Communicate more with Thai people	89
Read more about Thai knowledge	46
Go out to join others	87
Be patient when others talking	50
Empathy	40

4.1.2.5.6 Participation in school's activities

Based on the replies got from the survey, Table 4.39 shows the level teachers' participation in school activities. The average level of each group of teachers is medium. Nonetheless, Hanban teachers get a higher estimated score than the total average score of Chinese teachers, and non-Hanban teachers obtain the lowest score. A large proportion of Hanban teachers have a high level of participation in school activities, which is much higher than that of non-Hanban teachers. A few Hanban teachers have a middle level participation, and 1 teacher a low level participation. In comparison, non-Hanban teachers have much more participation.

Table 4.39 Level of participation in school activities

	Hanban		Non-Hanban		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
High Level	61	80.26%	62	48.44%	123	60.29%
Middle level	14	18.42%	52	40.63%	66	32.35%
Low level	1	1.32%	14	10.94%	15	7.35%
Average	4.92		3.94		4.3	
Maximum	6		6		6	
Minimum	1		1		1	

(Score: 0-2 low level; 3-4 middle level; 5-6 high level)

According to the feedback got from Thai co-workers, there are 3 main reasons why Chinese teachers do not participate or only participate in a few school activities: 1. they do not know the time of the activities 2. They do not understand the activities and 3. Chinese teachers think that it is not necessary to participate in school activities. (Table 4.40)

Table 4.40 Why Chinese teacher not participate in school activities

Options	Replies
They don't know the time	31
They don't understand the activities	30
They know but don't want go	5
They think is no necessary	18
They don't have time to go	6
The school not allowed Chinese teacher go	2
They don't know they need to attend	1
Not reply	10
Don't know why	1

4.1.2.5.7 Total job performance score

The seventh aspect of job performance evaluation is students' feedback, which has already been explained in Part 1.2.1. Based on the estimated scores of Chinese teachers got after the evaluation made by Thai co-workers from these 7 aspects, the total job performance score was obtained. Each aspect of job performance has 6 scores, so the full score of job performance is 42. These teachers can be classified into 3 levels based on their scores. The details of each level are shown in Table 4.41

Table 4.41 Total job performance evaluation scores of Chinese teachers

	Hanban		Non-Hanban		Total	
High Level	58	76.32%	56	43.75%	114	55.88%
Middle level	18	23.68%	72	56.25%	90	44.12%
Low level	0	0.00%	0	0.00%	0	0.00%
Average	32.3		27.15		29.07	
Maximum	41		40		41	
Minimum	18		15		15	

(Score: 0-14 low level; 15-28 middle level; 29-42 high level)

These data show that the average job performance of Chinese teachers is high. Specifically, Hanban teachers have a performance higher than the average level, but non-Hanban teachers' average job performance is just at the middle level. Neither the maximum nor the minimum score of non-Hanban teachers is lower than that of Hanban teachers. Thai co-workers believe that none of these Chinese teachers' performance is bad. However, the majority of Hanban teachers' performance is at a high level, and they have a higher percentage than non-Hanban teachers do. Less of them have a performance at a middle level, compared with non-Hanban teachers. Additionally, most non-Hanban teachers have a middle level total job performance.

4.1.2.5.8 Total performance evaluation of Chinese teachers

Total performance evaluation involves more aspects than job performance evaluation does. A total of 13 aspects were included in Thai co-workers' evaluation questions. We summarized all the estimated scores given by Thai co-workers to get the total performance score in Thailand, as shown in Table 4.42.

1. Teacher's professional teaching level
2. Chinese teachers' work attitude
3. Team work spirit
4. Compliance with school regulations

5. Feedback from students
6. Ability to adjust to the Thai culture
7. Thai language level
8. Communication skill level.
9. Participation in school activities
10. Cooperation with Thai co-workers
11. Cross-cultural knowledge level
12. Cross-cultural understanding level
13. Cross-cultural behavior level

The full score of the total performance evaluation on Chinese teachers is 78. Based on the scored got by the Chinese teachers, these teachers could be divided into 3 levels. In the opinion of Thai co-workers, the total average performance score of Chinese teachers is at the middle level, approaching the high level.

Through a comparison between the average performance levels of Hanban and Non-Hanban teachers, we can see that Hanban teachers have a high level of performance in Thailand, whereas non-Hanban teachers' performance is only at a middle level. Their average estimated score is even less than the total average level of Chinese teachers.

Based on the details of each level, the majority of Hanban teachers can make a performance in Thailand twice higher than that of non-Hanban teachers. Meanwhile, most of non-Hanban teachers only have a middle level performance. The percentage is more than twice higher than that of Hanban teachers. Some non-Hanban teachers have a performance at a low level. Hanban teachers get both the maximum and minimum estimated scores for each level.

Table 4.42 Total performance evaluation score of Chinese teachers

	Hanban		Non-Hanban		Total	
High Level	57	75.00%	39	30.47%	96	47.06%
Middle level	19	25.00%	87	67.97%	106	51.96%
Low level	0	0.00%	2	1.56%	2	0.01%
Average	57.66		47.02		50.97	
Maximum	75		69		75	
Minimum	29		25		25	

(Score: 0-26 low level; 27-52 middle level; 53-78 high level)

Based on all the results of the evaluation made by Thai co-workers about each aspect of Chinese teachers' performance, there are 4 main differences between the trained Hanban teachers and non-Hanban teachers.

1. The average score of each aspect is above the middle level and higher than the total average score.
2. Most non-Hanban teachers have a performance at a middle level, which is lower than the total average level.
3. The majority of Hanban teachers are at a high level in each aspect, and non-Hanban teachers are at a middle level. Nevertheless, if the majority of these two groups of teachers are at the same level, the percentage of Hanban teachers is higher than that of non-Hanban teachers.
4. In most aspects, no teacher has a performance at a low level. Otherwise, there are more non-Hanban teachers than Hanban teachers.

4.1.3 Basic results of the in-depth interview with project officers (OBEC&OPEC)

Both the OBEC and OPEC project officers agreed that cross-cultural training is very important. If they are asked about which group of teacher they would prefer more, they cannot tell, because they consider it to be dependent on the quality of teachers. "Hanban teachers used to be trained, so they can adapt to school well, but they have less experience." Ajarn. Utaiwan said. She indicated that non-Hanban

teachers can quit at any time, and they have less knowledge about teaching and working in Thailand. In the opinion of Ajarn. Sukanit, Hanban teachers are newly graduated with less teaching experience, but non-Hanban teacher's salary is lower in Thailand than those of other language teachers are. This is the reason for the high flow rate of Chinese teachers. Nonetheless, Hanban teachers have a good salary, which has attracted many teachers to teach in Hanban.

Among the interview questions, one is "Which factors cause the most obvious difference of Chinese teachers in job performance?" Four options were listed for the project officers to rank, namely professional training, responsibility, cross-cultural training, and salary motivation. They both agreed that responsibility should be ranked first, and professional training second. However, Ajarn.Uthaiwan from OBEC considered that cross-cultural training could cause more difference than salary motivation does, which is different from the opinion of Ajarn. Sukanit.

Chinese teachers' self-assessment comprised a part about the content of cross-cultural training. There were a total of 12 contents, including professional teaching skills, culture adjustment skills, cross-cultural communicational skills, (Thai) language, simulation of the real classroom in Thailand, safety training, experience in exchange, training of Chinese traditional skills, culture shock theory, Thailand's etiquette and culture, Thailand's national conditions and education system, as well as psychological knowledge.

The two project officers were asked to choose the most important contents of cross-cultural training. Their answers were different. Ajarn.Uthaiwan, the OBEC project officer, agreed that Thailand's national conditions and education system, psychological knowledge, simulation of the real classroom in Thailand, professional teaching skills and experience in exchange should be included in cross-cultural training. Ajarn. Sukanit expressed that cross-cultural training should involve Thailand's national conditions and education system as well as psychological knowledge, especially for secondary school students. She indicated that students will be teachers' friends if they trust their teachers. In this case, they would cooperate with teachers in class. Teachers should know what the Thai students are thinking about, and have some psychological

knowledge to better understand how to get along with the Thai students. These two aspects are followed by the simulation of the real classroom in Thailand and experience in exchange.

Both the project officers were invited as a training guest by Hanban, and they attended the training of Hanban Chinese teachers before they were dispatched to Thailand. After they were introduced the cross-cultural parts, they were also invited to the training hold after the Chinese teachers arrived in Thailand.

Based on the experience in these trainings, the two project officers have their own opinions about the frequency of cross-cultural training. The officer from OBEC expressed that cross-cultural training should be held every month within the whole assignment year, depending on the grade of students. The present cross-cultural trainings of Chinese teachers are usually held in different areas. Since the situation is that they teach different grades, it should be noted that their jobs are actually different. For the Chinese teachers, it will be more effective to classify the training by grade. However, Ajarn. Sukanit from OPEC indicated that cross-cultural training should be held based on the type of school, because different types of school have distinct teaching hours. For example, private schools may have more teaching hours each week. Some arrange 5-10 hours, and some only 1-2 hours. In comparison, most public schools have 2 hours per week, according to the regulations of OBEC. Moreover, cross-cultural training should consider the locations of schools. Teachers should be divided into sub-groups according to locations, such as primary groups, and secondary groups. In this way, they can make an appropriate adjustment to their own situation.

Based on their own experience in this area, the two project officers set a high value on the impact of cross-cultural training on both public schools and private schools. As for the importance and helpfulness levels of cross-cultural training, they all agreed that these two levels are very high.

4.2 Regression results

According to the factors that were included in this research, there were total 15 factors that have an impact on job performance, and these 15 factors could be assigned as the X in this equation, the Y is the job performance of Chinese teachers, the estimated scores come from the Thai-coworkers evaluation. And the X list as below:

Y _{JP}	Job performance	Loca.	Location of the school
Train	Take the cross-cultural training before or not	Salary	Salary
		Type Sch.	Type of school
Knowl.	Cross-cultural knowledge	Feedb.	The student's feedback
Unders.	Cross-cultural understanding	Major	The Majors that Chinese teachers graduated from
Behav.	Cross-cultural behavior		
Exper.	Working experience as a Chinese teacher in Thailand	Year of Sch.	The year of schooling
		Class Size	The class size
Langu.	Language level (Thai)	Class/week	The class/week
CTCSOL	Teacher Certification		

Based on these information we can come up with the full equation as:

$$\begin{aligned}
 Y_{JP} = & \beta_0 + \beta_1 \text{ Train.} + \beta_2 \text{ Knowl.} + \beta_3 \text{ Unders.} + \beta_4 \text{ Behav.} + \beta_5 \text{ Exper.} + \beta_6 \text{ Langu.} + \beta_7 \\
 & \text{CTCSOL.} + \beta_8 \text{ Loca.} + \beta_9 \text{ Salary} + \beta_{10} \text{ Type Sch.} + \beta_{11} \text{ Feedb.} + \beta_{12} \text{ Major} + \beta_{13} \text{ Year of} \\
 & \text{sch.} + \beta_{14} \text{ Class Size} + \beta_{15} \text{ Class/week}
 \end{aligned}$$

4.2.1 Correlation Matrix

First of all, the correlation matrix of all the factors in the full equation above was run to show the relationship within all the factors used in this study.

Table 4.43 Correlation Matrix

	JP	Train	Knowl.	Unders.	Behav.	Exper.	Langu.	CTCSOL	Locat.	Salary	Type S.	Feedback	Major	Year of Sch.	Class size	Class/Week
JP	1															
Trained	0.378123	1														
Knowl.	0.554177	0.38893	1													
Unders.	0.476406	0.40337	0.75595	1												
Behav.	0.588037	0.45958	0.850486	0.760243	1											
Exper.	-0.32107	-0.2433	-0.29546	-0.29044	-0.38473	1										
Langu.	0.547559	0.35423	0.303207	0.391241	0.374118	-0.15217	1									
CTCSOL	0.05515	0.23214	0.166791	0.180504	0.220948	0.016441	0.000346	1								
Location	0.08331	0.10984	0.077765	0.134566	0.119069	-0.09994	0.067259	0.137394	1							
Salary	-0.00968	0.45866	0.062848	0.053247	0.165568	0.249422	0.079893	0.176033	-0.01015	1						
School Type	0.290138	0.1838	0.369239	0.236631	0.297617	-0.14211	0.08918	0.15162	0.237517	0.005659	1					
Feedback	0.54871	0.25464	0.54087	0.483471	0.466144	-0.16231	0.380687	0.138125	-0.00881	-0.04582	0.242448	1				
Major	0.079989	0.01071	-0.02541	-0.03119	-0.05616	0.112391	0.007044	0.037867	-0.07809	-0.06054	0.086009	0.043797	1			
Year of Sch	0.121248	0.13168	0.029743	-0.0084	0.122613	-0.05054	-0.0681	0.25397	0.152685	0.265286	0.0283	0.015643	-0.04336	1		
Class size	-0.04191	0.06871	-0.0359	0.00409	-0.0564	0.01478	-0.16464	-0.06854	-0.03448	-0.02738	-0.01677	-0.11876	0.073674	0.030892	1	
Class/Week	0.024868	0.07638	0.088217	0.170559	0.135546	-0.28409	0.048342	0.139151	0.040316	-0.00814	0.061979	-0.01166	0.016587	0.038679	0.005863	1

Table 4.43 shows there are 3 factors that have a high correlation with each other, they are cross-cultural knowledge, cross-cultural understanding and cross-cultural behavior. Since they have a high relationship with each other, so a new regression for this research, will combine these 3 factors to become only one new factor called cross-cultural factor. The value of this new factor is taken from summing up the value of these three factors and average them. The regression was then carried out to check the relationship between the cross-cultural factor and job performance of the Chinese teachers.

In regard to the factors salary and class per week, hence was an MOU that Hanban signed with Thailand Education Ministry. Although the MOU already expired but they still use it as a standard for the Hanban Chinese teachers program. This MOU mentioned that the salary and class per week are fixed to the Hanban Chinese teachers in Thailand, so for the Hanban teachers there will be no impact of these 2 factors on their job performance. Furthermore, since Hanban teachers are mostly new graduate, their working experience years in Thailand hardly vary. Therefore, the overall test regression equation of this research, will delete salary, working experience in Thailand and the class per week factors. However, since Non-Hanban teachers don't fall under this regulation, we will create a new the Non-Hanban teachers work model with all the above factors to test their relationship with job performance

4.2.2 A new regression working model for all Chinese teachers

First, after deleted that 3 factors and combined the cross-cultural factors, a Correlation Matrix of all the factors for overall Chinese teachers was carried out again, got table 4.44. This table showed that there is no highly correlated factors, so it means that all the factors could be used to run the regression for overall Chinese teachers.

Table 4.44 Correlation matrix of overall Chinese teachers

	JP	Train.	Cross-cultural factor	Langu.	CTCSOL	Location	Type of Sch.	Feedback	Major	Year of Sch.	Class size
JP	1										
Train.	0.37812	1									
Cross-cultural factor	0.48329	0.364662	1								
Langu.	0.54756	0.354232	0.34785	1							
CTCSOL	0.05515	0.232137	0.20157	0.00035	1						
Location	0.08331	0.109844	0.08203	0.06726	0.13739	1					
Type of Sch.	0.29014	0.183797	0.24823	0.08918	0.15162	0.2375	1				
Feedback	0.54871	0.254643	0.46911	0.38069	0.13813	-0.009	0.2424	1			
Major	0.07399	0.010707	-0.1121	0.00704	0.03787	-0.078	0.086	0.0438	1		
Year of Sch.	0.12125	0.131679	0.04169	-0.0681	0.25397	0.1527	0.0283	0.01564	-0.04336	1	
Class size	-0.0419	0.068713	0.04446	-0.1646	-0.0685	-0.034	-0.017	-0.1188	0.073674	0.0309	1

α 0.05
 F^* 1.88
 F -stat 21.288

Table 4.45 Regression statistics

Regression Statistics	
Multiple R	0.724214
R Square	0.524486
Adjusted R Square	0.499848
Standard Error	0.634167
Observations	204

Table 4.46 Regression results

ANOVA

	df	SS	MS	F	Sig. F			
Regression	10	85.6121	8.56121	21.2877	2E-26			
Residual	193	77.6183	0.40217					
Total	203	163.23						
	Coe.	Stan.E	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-0.73944	0.63492	-1.1646	0.24561	-1.992	0.5128	-1.9917	0.51283
Train	0.170055	0.10286	1.65322	0.09991	-0.033	0.3729	-0.0328	0.372935
Cross-cultural factor	0.246217	0.08216	2.99692	0.00309	0.0842	0.4083	0.08418	0.408258
Language	0.393148	0.06788	5.79204	2.8E-08	0.2593	0.527	0.25927	0.527024
CTCSOL	-0.25595	0.13493	-1.897	0.05932	-0.522	0.0102	-0.5221	0.010163
Location	0.010016	0.10526	0.09515	0.92429	-0.198	0.2176	-0.1976	0.217633
Type of Sch.	0.258	0.10671	2.41777	0.01655	0.0475	0.4685	0.04753	0.468468
Feedback	0.283943	0.05932	4.78685	3.4E-06	0.1669	0.4009	0.16695	0.400936
Major	0.149737	0.10007	1.49633	0.1362	-0.048	0.3471	-0.0476	0.347106
Year of Sch.	0.084445	0.03065	2.75509	0.00643	0.024	0.1449	0.02399	0.144897
Class size	0.001836	0.00509	0.36045	0.7189	-0.008	0.0119	-0.0082	0.011884

Results analysis:

From the table 4.46 we can see that, firstly, the cross-cultural training has a positive impact on the job performance, even though compared with the 0.05

significance level, training got a higher p-value 0.09, but it is still less than 10%, so it is still in the acceptable range. This can prove that if the teachers take a cross-cultural training, their job performance will increase.

Secondly, the cross-cultural factors. These factors are very significant and also have a positive impact on job performance. Since this factor includes the cross-cultural knowledge, cross-cultural understanding and cross-cultural behavior (3 factors), it means that if a change in one of these 3 factors or improve them all, the job performance will increase.

Thirdly, the Thai language level, this factor has the highest impact on job performance. and it is very significant at 0.05 significance level, meaning that the higher the Thai language level, the better job performance for the Chinese teachers.

Among the total 204 respondents, there were only 31 Chinese teachers who got the teaching certificate to teach Chinese for foreign students, 17 came from Hanban and 14 came from Non-Hanban. Since it's only a small portion of Chinese teachers, it does not reach the level to impact on job performance. But among the other teachers who don't have a certificate, since they also still have good job performance, that's the reason why in table 4.46 this factor shows a negative impact on job performance. However, the relationship is not statistically significant.

The regression results also show that the location of school does not impact on teacher's job performance, because the coefficient is very small, and not significant at all. This is the same as the factor class size. Usually the bigger the class size the teacher's job performance should decrease. But in this table the coefficient of class size is positive and not in a significant level, that might be because some teachers who have a bigger class size but their job performance is higher than the teachers who have small class size.

Type of school is also another factor that has a high impact on the job performance and very significant after test. So it means that if the teachers worked at a public school they can have a better job performance than teachers who work in private school. That may be because the workload and the complicated relationship in the private school. Public school is quite at ease. Many Chinese teachers felt that

the most tired thing at a private school is not the stress of work, it's the mental stress, you must spend more time on the non-teaching job, or deal with the relationship issues in school.

Another very significant factor is the student's feedback. Table 4.6, shows that the higher feedback the teacher got from the students, the higher performance they are.

The major that the Chinese teachers graduated from seems to have a positive impact on job performance, but under the 0.05 significance level, this factor not significant, but that doesn't mean it has no relationship with job performance. If a higher significance level is used, this factor will impact on job performance. This means that if at a higher significance level (e.g. at 0.15), the teachers graduated from education and language will have a better job performance than teachers graduated from other majors.

The last factor of this test is the year of schooling that obviously impact on teacher's job performance with statistical significance. If the teachers take a longer education the performance will be better.

Concluded from all the factors above, if rank these significance factors based on the level of impact on job performance, the results will be as below:

1. Thai language level
2. Students' feedback
3. Type of school
4. Cross-cultural factors
5. Cross-cultural training
6. Year of schooling

4.2.3 Regression working model for Non-Hanban teachers

The factors that were deleted for the overall teachers test were brought back to Non-Hanban teacher's model, because Non-Hanban teachers were not covered by regulations about fix salary, class per weeks or even the working years in Thailand. The

correlation matrix was first performed before running the regression. The results are as below:

Table 4.47 Correlation matrix of Non-Hanban teachers

	JP	Train	Cross-cultural factor	Exper.	Langu.	CTCSOL	Location	Salary	Type of Sch.	Feedback	Major	Years of Sch.	Class size	Class/Week
JP	1													
Train	0.21119	1												
Cross-cultural factor	0.41982	0.232459	1											
Exper.	-0.288	0.044827	-0.2238	1										
Langu.	0.49014	0.280888	0.33819	-0.08	1									
CTCSOL	-0.0244	0.258588	0.05719	0.07575	0.00212	1								
Location	0.0433	0.112112	0.15828	-0.1036	-0.0733	0.2023	1							
Salary	-0.3328	0.133035	-0.1273	0.54951	-0.1167	0.2044	-0.038	1						
Type of Sch.	0.31414	0.235139	0.26032	-0.1503	0.11406	0.194	0.2572	-0.0501	1					
Feedback	0.60557	0.165028	0.46305	-0.1157	0.46883	0.0087	-0.079	-0.2591	0.217557	1				
Major	0.08975	-0.0033	-0.1931	0.13978	0.0682	-0.04	-0.088	-0.1185	0.002122	0.0317	1			
Years of Sch.	0.05436	-0.00349	0.0306	0.00829	-0.1712	0.1947	0.1674	0.23963	0.049098	-0.145	-0.109	1		
Class size	0.00475	0.185441	0.0161	0.00308	-0.1259	-0.002	0.0682	-0.0154	-0.06857	-0.212	0.0358	0.07385	1	
Class/Week	-0.0257	-0.09982	0.0406	-0.2863	0.00239	0.1471	0.0223	-0.1206	0.071061	-0.022	-0.011	0.04655	-0.045	1

α	0.05
F*	1.8069
F- stat	11.5

Since no high correlation factor exists in the correlation matrix, they were all used in the following regression,. The regression results are as below: below:

Table 4.48 Regression statistics

SUMMARY OUTPUT	
Regression Statistics	
Multiple R	0.753241
R Square	0.567372
Adjusted R Square	0.518038
Standard Error	0.580757
Observations	128

Table 4.49 Regression results

ANOVA								
	df	SS	MS	F	Sig. F			
Regression	13	50.4252	3.87886	11.5005	2E-15			
Residual	114	38.4498	0.33728					
Total	127	88.875						
	Coef.	Stan. E	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-0.24538	0.76442	-0.321	0.74879	-1.76	1.2689	-1.7597	1.268919
Train	0.065508	0.14965	0.43774	0.66241	-0.231	0.362	-0.231	0.36197
Cross-cultural factor	0.068605	0.09427	0.72774	0.46827	-0.118	0.2554	-0.1181	0.255356
Experience	-0.02442	0.01467	-1.6643	0.09879	-0.053	0.0046	-0.0535	0.004646
Language	0.302761	0.0835	3.62578	0.00043	0.1373	0.4682	0.13734	0.468178
CTCSOL	-0.14758	0.1834	-0.8047	0.42265	-0.511	0.2157	-0.5109	0.215724
Location	0.00956	0.12921	0.07399	0.94115	-0.246	0.2655	-0.2464	0.265525
Salary	-1.4E-05	8.2E-06	-1.7546	0.08201	-3E-05	2E-06	-3E-05	1.85E-06
Type of Sch.	0.30033	0.13023	2.30613	0.02291	0.0423	0.5583	0.04234	0.558317
Feedback	0.396432	0.07949	4.98745	2.2E-06	0.239	0.5539	0.23897	0.553892
Major	0.14152	0.11981	1.18117	0.23999	-0.096	0.3789	-0.0958	0.37887
Year of Sch.	0.106727	0.03561	2.99736	0.00334	0.0362	0.1773	0.03619	0.177265
Class size	0.009626	0.00613	1.57092	0.11897	-0.003	0.0218	-0.0025	0.021764
Class/week	-0.01262	0.01051	-1.2013	0.23212	-0.033	0.0082	-0.0334	0.008193

Results analysis:

From table 4.49 we can find that the training have positive relationship with job performance. Although at 0, 05 significance level, training is not significant, but that doesn't mean training don't have any impact on job performance. If compared with the overall test, training can impact on job performance, but for Non-Hanban teachers it is not. The reason may come from most Non-Hanban teachers didn't take the cross-cultural training before, only a few teachers did and based on the information got from the descriptive analysis, the content of the training they attended are much less than Hanban teachers, so it is difficult to check how much the training impact on teacher's performance, that's why the results here is quite different than overall test. And this reason also explains the cross-cultural factor's results, even though it has a positive relationship with job performance, but if only looked at one group of teachers, it is difficult to check the difference among teachers, then difficult to get the results about how much this factor impact on their job performance.

The third factor is the working experience, but it's strange that the working experience have a negative impact on job performance. Usually, when people say the more experience they have, they can perform better on their job, but in Chinese teachers case it is not. Although at 0.05 significance level this factor fail, but it is not more than 10% so the results still meaningful, but why? The answer may come from the real situation of Chinese teacher themselves, they may work a long time in Thailand, according to the descriptive results, the highest working experience of Chinese Non-Hanban teachers are 20 years, but that doesn't mean all of these teacher's perform better. Because, they work a long time in Thailand, and it's easier to become lazy at work, and Chinese teachers are less promoted by the school. The same job the same salary keep continued many years, the passion of for work were done, so their job performance was not increased. Some Thai co-workers used to say, sometimes the new teachers more popular than old teachers, they have new ideas, new technique of teaching, most important is they are full of passion when they first come.

For both the overall test and the test for the Non-Hanban teachers only, the Thai language level has a strong impact on job performance, and very significant at 0.05 level. Even in the comment and the recommendation of Thai co-workers and the Chinese teachers themselves, they all agree with this, the Thai language level play a very important role on a good job performance.

Fifth, the certificate of teaching Chinese for foreign students, in table 4.29, this factor is not significant and also a negative impact on job performance. This part did not focus on this factor because only a few Non-Hanban teachers got this certificate, so it still can't see clearly about how much impact of this certificate on job performance.

The location of school seems not an important factor that impact on job performance. No matter where the school is located, they all have well performance teachers and low performance teachers.

Since the Non-Hanban teacher's salary are not fixed by regulation, in this regression are put salary as a factor that could impact on job performance, but the results showed a negative relationship with the job performance. This may be because the resource of the school that Non-Hanban teachers work are different. The high salary they got may be because the school provide a higher salary, but if the school is not in a good condition they may provide a low salary. Most of the schools in Thailand need Chinese teachers to attract students to come to register in their school by using Chinese as an advertisement. They do not really care about the performance level of the teachers they hired. Some co-workers even said, "it's ok, only if the teacher is a Chinese". So they tried many channels to find Chinese teachers, some received the Chinese teachers from the university in China, newly graduate students, the students come for a working opportunity, but the school provide them a very low salary, even lower than minimum wage of Thailand, the lowest salary from the descriptive part is 4000 bath. But within these group of teachers some performed very well, and that may explain why the regression showed the negative relationship with job performance.

Same as the overall test, the type of school and the student's feedback have a very high impact on job performance. If the school is a public school, the teachers' performance is quite higher than private schools. Also if the students have a good feedback with the Chinese teacher, the teacher will do a good job.

The major that the Chinese teachers studied have a positive impact on job performance, but the result is not significant, that may be because most respondents of this study are graduate from education and language, the difference between each teacher not obvious. But the year of schooling does have a high impact on job performance very significantly at 0.05 significance level, meaning that the more education the Chinese teachers have, the higher performance they will be.

The last two factors are the class size and the number of class per week. These two factors are not significantly at 0.05 significance level. Even if the class size is small, there are still some Chinese teachers who can't have a good performance. Also if they have a large class size some may have a chance to performance better. The teaching hours per week have a negative relationship with the job performance. It's true that the more classes the teacher has the less patient they can put on with each student, they will be much more tired than less classes. However, the value of these two factor are quite small.

To conclude from all the factor above, the significant factor that can impact on job performance from the highest to the lowest are:

1. Student's feedback
2. Thai language level
3. Type of school
4. Years of schooling

All these four factors are the same as the overall teachers test results, the difference is the overall test have two more factors: cross-cultural training and cross-cultural behavior, and the results may effect by another group of teachers which included in the overall test-Hanban teachers, and all of them used to take the cross-cultural training before they come to Thailand.

CHAPTER V

CONCLUSION

5.1 Conclusion

The results of this completed research approved that the cross-cultural training provision pose a positive impact on job performance of the overseas workers, especially on the Hanban teachers in Thailand. What is more, it was found that many factors can exert influence on the job performance.

The descriptive statistics of this study indicated several aspects as follows: firstly, for the job performance, there are some difference between the trained Hanban Chinese teachers and the untrained teachers. The trained teachers score at a higher level than the untrained teachers, but at the middle or low performance level, the untrained teachers score higher, which means that the cross-cultural training can promote the teacher's performance to a higher level. After comparing the results of the Chinese teacher's self-assessment with that of the Thai co-workers evaluations, it is demonstrated that the Chinese teachers always overstate themselves with an excessively high or low opinions. Secondly, the majority of Chinese teachers, either Hanban teachers or Non-Hanban teachers or Thai co-workers, even the project officers, considered that the cross-cultural training is very important. Thirdly, the general performance level of Chinese teachers is at a middle level or above and the average Hanban teacher's performance level either in general or detailed aspects are higher than the Non-Hanban teachers. Since all the Hanban teachers had undertaken the cross-cultural training but most of the Non-Hanban teachers hadn't so it is proved that the training has a positive impact on that teacher's job performance.

In order to find out enough data and evidence to support this conclusion, this research made full use of the regression analysis and the consolidate results. The results show that there were 4 factors that were proved significantly impact on job performance both in overall test and in Non-Hanban teachers test, these are:

1. Student's feedback
2. Thai language level
3. Type of school
4. Years of schooling

And there are 2 more factors that were included in the overall teachers test model, which significantly impact on the job performance, they are:

1. Cross-cultural training
2. Cross-cultural factors

To concluded from the recommendations of the cross-cultural training of the Chinese teachers, co-workers and the project officers:

1. The cross-cultural training is important so that teachers need to join in this kind of trainings.

2. The present training need to be improved not only from the training content but also from the frequencies and the places of the training. Make the training more systematic. The project officers from the Thailand Education Ministry indicated that the training session's content need to be categorized according to different grades of students, working places, type of school and etc.

3. Improve the teaching techniques so as to teach Thai students better, which means that the Chinese teachers should master not only the basic teaching methods but also the skills to teach the Thai students in Thai school. They can invite more Thai teachers to be the trainer in order to simulate the real class. Besides, it is also needed to teach the Thai teachers and students to study customs.

4. Provide more opportunities to exchange experience during the training. The content of the training should give priority to improve the teacher's psychological situation, the Thailand's etiquette and culture and the Thai language.

5. The school needs to pay more attention to the Chinese teachers, and support their works.

6. All Chinese teachers should attend a training, and the project officers also indicated that if Hanban organized the training regularly, they can invite the Non-Hanban teachers to join in.

7. The salary of Chinese teachers from Hanban is fixed so no matter they perform well or not, it will never increase. But if they can't perform well, they may not have the chance to stay one more year, so they can get nothing. However, from these teachers' opinions, they still hope that the school can increase their salaries. Besides, the Non-Hanban teachers also have a strong willing to increase the salary. Some schools hired the teachers from the universities in China so these teachers got a really low salary. The universities send their students to Thailand as a cooperation program. Their works have a really good quality but the money they got is usually not enough for the daily expense. Therefore, they do hope to have a higher salary in Thailand. This group of teachers should be protected since their salary were even lower than the minimal salary under the Thailand labor law.

5.2 Policy Recommendation

With the increase of the overseas workers for nowadays, how to keep these groups of teachers on their position and improve the job performance is very important to the organizations. This research gives an idea to these organizations and the countries who have many overseas workers about how to improve the job efficiency and workers job performance.

1. The organizations should have a systematic cross-cultural training plan and with the proper training content inside.
2. For the organizations whom already have a cross-cultural training program, this study could provide an idea how to improve their present training program, and suggest these organizations use this results as the standard to set up the training content.
3. In this study, there were many Non-Hanban teachers who didn't belong to any organization, so it would be great if the Thailand Education Ministry or other related labor unions to set up a cross-cultural training program, so that they can have the opportunities to attend and then improved their job performance. This would be useful on other industries too. If the oversea workers can perform well, the quality of

their job will increase too, and that will have a positive impact on both the organizations benefits and the national benefits.

5.3 Limitation of the Study

This study only focus on the Hanban Chinese teachers and the Non-Hanban teachers who worked in Thailand during 2015-2016 assignment years, so the number of Hanban teachers are less. If it could survey more and the time range was wilder the results would be more reliable, and since the questionnaire for this study is too long, the willing of the teachers to do was not that strong. And within the research among the Thai-co-workers, this study chose one Thai co-workers per school, and the evaluated score were the average score of each group of teachers in their schools, but difference teacher could have difference score, if it is possible, it would be better to let the co-workers evaluate the Chinese teachers one by one, but for this study, the Thai co-workers didn't want to do that much times on the survey, so only used the average score of each group.

5.4 Recommendation for Further Study

This study, only focused on the cross-cultural training before the teachers had been sent to Thailand, but actually, after they came, Hanban still held the cross-cultural training for them, therefore the next study would be able to study about is the on the job cross-cultural training could impact on the teacher's job performance, and the coverage of the teachers should be wider to include the primary schools and high schools. The respondents of this study were all Chinese teachers who worked in Thailand, but different industry would have different requirement, so the factors that impact on the employee's job performance would be different too. For further studies, it still can focus on different industry to exam if there is any impact on the job performance and are the factors different from the Chinese teachers study. And since this study focus on the Chinese teacher who worked in Thailand, but each year the total number of Hanban teachers are about 5,000, they have been sent to all around

world, besides 1500 in Thailand, it's also interesting to know the situation in other countries, how about the job performance of these teachers and what impact them most.

Finally, all of these study studies are for the hope that overseas workers can have a better performance and bring more benefits to the organizations and even to the countries and to the world.



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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A

Questionnaire for Chinese teachers (English)

Questionnaire to Chinese teachers

This questionnaire is for doing the research about the impact of cross-cultural training provision for overseas workers, because this study use the example of Chinese teachers, we need Chinese teachers to do the self- assessment, to see the impact of the cross-cultural training on job performance. The results will be analyzed and conclude from the answers that the teacher choose. So please kindly answer below, give the objective answer that will truly help our research.

We value your opinions and thank you in advance for taking your time to complete this questionnaire.

Part I Personal Information

Teacher from Hanban Teacher employed by school

Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Age	Years	
Degree	<input type="checkbox"/> Bachelor degree	<input type="checkbox"/> Master degree <input type="checkbox"/> PhD
Years of Schooling completed (start from primary school):		Years

Majors

	Business		Accounting
	Engineering		Computer Sciences
	Economics		Languages
	Communications		Physical Sciences
	Social Sciences		Humanities
	Agriculture		Education
	Healthy Sciences		Art
Others			

Your monthly salary per month from Hanban

_____ Baht

Part II Cross-cultural Knowledge assessment

1. Please match the Thai festival with the right month they belong to

Songkran November

Mother's Day April

Father's Day October

Loy Krathong Festival August

Rama 5 Day December

2. How many provinces in Thailand?

A. 72 B. 76 C. 77 D. 78

3. How many seasons does Thailand have?

A. 2 B. 4 C. 1 D. 3

4. What was the capital of Siam before Bangkok?

A. ChiangMai B. Ayutthaya C. Phuket D. Sukhothai

5. Which counties below not border Thailand?

A. Cambodia B. Viet Nam C. Malaysia D. Laos

Part III Cross-cultural understanding

1. When you meet a Thai people, how to greeting each other?

A. Shake hand B. Wave your hand C. Wai D. Just say hello

2. Before you enter a Thai people's house, you need to

A. Take off your hat B. Washing your hands

C. Take off your shoes D. Take off your sunglasses

3. When you visit a temple, you need to?
- A. Speak loudly
 - B. Shoulders and knees are to be covered
 - C. Wear your shoes
 - D. Touch a monk both male and female
4. If you want to point something to your friend, which way below is wrong?
- A. Describe that thing
 - B. Point use your finger
 - C. Point by your foot
 - D. Go to get and show that thing directly

Can you touch the student's head in Thailand?

- A. YES
- B. NO.
- C. Don't know

6. Can you criticize about the Royal family and political issues in public?

- A. Yes
- B. No
- C. Don't know

7. Can you have an afternoon nap after lunch in school in Thailand?

- A. Yes, I can
- B. Not sure
- C. No, we can't

8. If you are a female teacher, what kind of dress is required?

- A. Depends on what you like
- B. Shoulders and knees are to be covered, covered heel shoes
- C. The color needs to be bright
- D. You can wear pants when you teaching

9. If you are a male teacher, what kind of dress is required?

- A. Depends on what you like
- B. wear a shirt and pants, covered heel shoes
- C. The color needs to be bright
- D. Can wear jeans and rolled up his sleeves

10. Which one is wrong below based on Thai culture?
- A. You need iron clothes everyday
 - B. You can't take a nap at school on work day
 - C. You wear sexy at your work place
 - D. You can go to see the director of school when you got in trouble

Part V Cross-cultural behavior

1. If you planning to travel during the holiday
- A. Not tell anyone before and back
 - B. Tell the school when you back
 - C. Tell school before and back from holiday
 - D. Tell school only before you go
2. In which way below can help you to improve your relationship with Thai co-workers
- A. Stay alone, not talk with them
 - B. When you back from travel not bring any present for them
 - C. Participate into the activities
 - D. Talk with them all the time
3. How to manage the class when some students not listen
- A. Beat them
 - B. Leaving the class, let them study by their own
 - C. Stop teaching and give some warn
 - D. Sent the one not listening out of the classroom
4. When you can't agree with your co-workers, you can...
- A. Talk with he/she again, find way you both agree
 - B. Tell the supervisor and let the supervisor without trying to talk with the co-worker
 - C. Go to the director of the school, and let he/she help you
 - D. Just ignore it, you don't care

5. When you meet some elders or leaders you need to
- A. Just walk away
 - B. Say hello and walk through
 - C. Wai and walk through
 - D. Wai and lower your head then walk through

Part VI Cross-cultural training

Have you ever take a Cross-cultural training

- YES(Answer the question 1-4) NO(Answer the question 5-8)

1. If you have taken a cross-cultural training, what content you have been trained?

(Can choose more than one)

- A. Professional teaching skills
 - B. Culture adjustment skills
 - C. Cross-cultural communicational skills
 - D. Language (Thai)
 - E. Simulation the real classroom of the Thailand
 - F. Safety training
 - G. Experience exchange
 - H. Chinese traditional skills training
 - I. Culture shock theory
 - J. Thailand's etiquette and culture
 - K. Thai national conditions and education system
 - L. Psychological knowledge
- Others_____

2. Based on the above options, which part of training you think is the most important?

(Please select the three most important option and rank it according to the importance)

Rank_1. _____ 2. _____ 3. _____

3. On the scale of 1 to 5, how much important do you think the cross-cultural training is?

Not important at all Crucial
 1 2 3 4 5 6

4. On the scale of 1 to 5, how much do you think the cross-cultural training help you?

Not help at all Very helpful
 1 2 3 4 5 6

5. If you not taken the cross-cultural training before, do you want to take it?

Yes (Answer question 6-8) No

6. If you want to take the cross-cultural training, which part of below you want be trained?

(Please select the three most important option and rank it according to the importance)

Rank_1. _____ 2. _____ 3. _____

- A. Professional teaching skills
- B. Culture adjustment skills
- C. Cross-cultural communicational skills
- D. Language (Thai)
- E. Simulation the real classroom of the Thailand
- F. Safety training
- G. Experience exchange
- H. Chinese traditional skills training
- I. Culture shock theory
- J. Thailand's etiquette and culture
- K. Thai national conditions and education system
- L. Psychological knowledge
- Others _____

7. On the scale of 1 to 10 how much important do you think the cross-cultural training is?

Not important at all

Crucial

1

2

3

4

5

6

8. On the scale of 1 to 10 how much do you think the cross-cultural training will help you?

Not help at all

Very helpful

1

2

3

4

5

6

Your recommendation:

Please give the recommendation about how to improve Chinese teachers' job performance in the future. (Please list three suggestions)

Please give the suggestion about how to improve the cross-cultural training of Chinese teacher in the future?(Please list three suggestions.)

Sincerely look forward to your advice!

Thanks for taking your time!

Appendix B

Questionnaire for Thai co-workers (English)

Questionnaire to Thai nationality superior/co-worker in School

This questionnaire is used for doing the research about the impact of cross-cultural training for overseas workers, study the Chinese teacher in Thailand. We will use the results to analysis the performance between the teacher from Hanban and non-Hanban teachers. It's is important to see the evaluation and opinions from the Thai nationality people's eyes who work with all these Chinese teachers together. So it will be really helpful if you answer these questions below, and let us know how about the performance of Chinese teacher you work with, that will be the evidence to support this research.

We value your opinions and thank you in advance for taking your time to complete this questionnaire.

Part I Personal Information

School name	
Age	
Gender	
Province of school	
Your position of work	
Working experience as a supervisor/co-worker	Years
Type of school	<input type="checkbox"/> Public School <input type="checkbox"/> Private School
Grade of students	<input type="checkbox"/> Lower secondary school <input type="checkbox"/> Upper secondary school

Part II Performance of Chinese Teacher

1. The Chinese teacher come in which way?
 - A. Applied from Hanban
 - B. Employ by school (Other channels)

2. Which do you think is the teacher's professional level on teaching?

A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

3. Which level do you think the teacher's work attitude belongs to?

A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

4. Which level do you think the Chinese teacher's team work spirit belongs to?

A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

5. Which level do you think the Chinese teacher behave according to school regulations? (A/B/C/D, go to question 7, E/F go to question 6)

A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

6. In your opinion, why they can't behave according to school regulations?

A. They don't know the regulations B. They can't understand the regulations

C. They know but refuse to accept it D. They think they don't need to act upon it

E. You don't know why Others _____

7. Base on the feedback from the students, do they satisfied with Chinese teacher? (A/B/C/D, go to question 9, E/F go to question 8)

A. Highly Satisfactory B. Very Satisfactory C. Satisfactory D. Neutral

E. Unsatisfactory F. Highly Unsatisfactory

8. In your opinion, why the students not satisfy with Chinese teacher? (Can chose more than one)

A. Insufficient professional Chinese language knowledge

B. Can't communicate with students

C. Inappropriate teaching methods

D. Improper dressing up

F. Not take teaching seriously

Others _____

9. How do you think the Chinese teacher adjust with the Thai culture?

A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

10. What part of Thai culture do you think is the most important that the Chinese teachers need to adjust with?

(Please select the three most important option and rank it according to the importance)

Rank_1. _____ 2. _____ 3. _____

A. Language B. Manners and Customs C. Diet culture D. Religion

E. Historical knowledge F. View of values G. Hierarchy H. Thinking habit

Others _____

11. Which level of the Thai language do you think that the Chinese teacher belongs to?

A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

12. How do you think the cross-cultural communication skill of the Chinese teacher?

A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

13. In your opinion how can the Chinese teachers improve their communication skills?

(Please select the three most important option and rank it according to the importance)

Rank_1. _____ 2. _____ 3. _____

Communicate more with Thai people

Read more about Thai knowledge

Go out to join others

Be patient when others talking

Empathy

Others _____

14. Do the Chinese teacher participating in school activities?

- A. All activities B. Most of the activities C. Some activities D. Rarely
E. Never F. Others_____

15. Which reason do you think they are not participating the school activities?

- A. They don't know the time B. They don't understand the activities.
C. They know but don't want go D. They think is no necessary
E. They don't have time to go Others_____

16. Do the Chinese teacher can cooperate with the Thai teachers well? (A/B/C/D, go to question 18, E/F go to question 17)

- A. Excellent B. Very Good C. Good D. Fair E. Poor F. Very Poor

17. What reason do you think if Chinese teacher can't cooperate with Thai teachers well?

- A. Don't know Thai language, can't communicate
B. They don't know how to cooperate with Thai teachers
C. Bad relationship between Thai teacher and Chinese teacher,
D. Don't know Thai teachers' working habit
Others_____

18. On a scale of 5 to 1, which level do you think the Chinese teacher's cross-cultural knowledge is?

Highest						Lowest
	5	4	3	2		1
6						

19. On a scale of 5 to 1, which level do you think the Chinese teacher's cross-cultural understanding is?

Highest						Lowest
	5	4	3	2		1
6						

20. On a scale of 5 to 1, which level do you think the Chinese teacher's cross-cultural behavior is?

Highest

Lowest

6

5

4

3

2

1

21. Your recommendations:

In your opinion, how to improve the Chinese teachers job performance in Thai School in the future?

(Please list three suggestions. Sincerely look forward to your advice)

Please give the suggestion about how to improve the cross-cultural teacher of Chinese teacher in the future?

(Please list three suggestions.)

Sincerely look forward to your advice!

Thanks for taking your time!

Appendix C

Questionnaire for project officers (English)

Questionnaire to project officer

This questionnaire is used for the study about the impact of cross-cultural training provision for overseas workers on the job performance. We use the case of Chinese teacher in Thailand, analysis the results and show the evidence to support the hypothesis, as the officer of the education department, to manage so many Chinese teachers, we truly need your help to answer below.

We value your opinions and thank you in advance for taking your time to complete this questionnaire

Part I Personal Information

Work Place		
Working position		
Working experience in supervising the Chinese teachers in Thailand		Years
Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Age		

Part II Opinion about cross-cultural training

1. Do you think cross-cultural training is important to improve the Chinese teacher performance in Thai schools?

A. Crucial B. Important C. Neutral

D. Not much important E. Not important at all

2. On your experience, compared the teacher from Hanban and the teachers employed by the school, which group of teacher have a better performance?

A. Hanban B. Employed by school C. others _____

3. In your opinion, which factor below cause the most difference of Chinese teachers' job performance, and please rank it.

Rank 1. _____ 2. _____ 3. _____ 4. _____

A. Profession training

B. Responsibility

C. Cross-cultural training

D. Salary motivation

Others _____

4. Which part of cross-cultural training do you think is the most important to on their real work situation?

(Please select the five most important option and rank it according to the importance)

Rank 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

A. Professional teaching skills

B. Culture adjustment skills

C. Cross-cultural communicational skills

D. Language (Thai)

E. Simulation the real classroom of the Thailand

F. Safety training

G. Experience exchange

H. Chinese traditional skills training

I. Culture shock theory

J. Thailand's etiquette and culture

K. Thai national conditions and education system

L. Psychological knowledge

Others _____

5. How often do you think is necessary for the Chinese teachers to take the cross-cultural training?

- A. Once, before they come Thailand
- B. 2-3 time during their contract time each year
- C. Every month during their contract time each year
- D. Every week during their contract time each year

Others _____

6. How large of the scale that the teacher be trained?

- A. Separate by province
- B. Separate by area (South, North....)
- C. Separate by type of school
- D. Separate by grade they teaching

Others _____

7. On the scale of 1 to5, how much important do you think the cross-cultural training to the Chinese teacher?

Not important at all

Crucial

1 2 3 4 5 6

8. On the scale of 1 to 5, how much do you think the cross-cultural training will help the Chinese teacher?

Not help at all

Very helpful

1 2 3 4 5 6

Your Recommendations:

Please give the recommendation about how to improve the Chinese teachers' job performance in Thailand in the future

(Please list three suggestions.)

Please give the suggestion about how to improve the cross-cultural training of Chinese teacher in the future?

(Please list three suggestions.)

Sincerely look forward to your advice!

Thanks for taking your time!



Appendix D

Appraisal form to the Thai schools for Chinese teacher from Hanban

Appraisal Form for Chinese Teacher

Name of School _____

Name of Volunteer _____

Duration of Service _____

Parameters	Rank	Score
Professional background	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Teaching skills	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Teaching performance	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Work attitude	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Teamwork spirit	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Act upon school regulations	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Students' feedback	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Cross cultural adjustment	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Communication skills	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	

Parameters	Rank	Score
Organizing or participating in school activities	A. distinction (9-10) B. with credit (7-8) C. adequate (6) D. not adequate (-2—5)	
Total		
Signed and stamped by school authority Date:		



Appendix E
All school list

No.	School Name	Province
1	Chongfah Sinseung Wanish Bamrung	Chiangmai
2	Pookajorn Kindergarten and Primary School	Kamphaengphet
3	Prachawit	Lampang
4	Huachiew	Phichit
5	Xing Min	Phitsanulok
6	Jaroensil School	Phrae
7	Kwang Thong	Sukhothai
8	Rat Wittaya	Tak
9	Chitralada	Bangkok
10	Sarasa Prachautid Pithayakarn	Bangkok
11	Interkids	Bangkok
12	Pratumarnusorn	Bangkok
13	Assumption College Thonburi	Bangkok
14	Attawit	Bangkok
15	Anubunn Tantawan	Bangkok
16	Kwong Chow	Bangkok
17	Yumin Pattana	Bangkok
18	Assumption	Bangkok
19	Minprasatwitaya	Bangkok
20	Anubann Chokchai Ladprao	Bangkok
21	Thai Christian	Bangkok
22	Tangeng	Chanthaburi
23	Sriharuthai	Chanthaburi
24	Jinhua	Chonburi
25	Burapha Wittaya	Chonburi
26	Pittaya Rangsi	Chonburi
27	Wattaba Daroonwit	Chonburi
28	Boonya Wittayakarn	Chonburi
29	Srisuvit	Chonburi
30	Sawang Boriboon Wittaya	Chonburi
31	Aksorn Suksa	Chonburi

No.	School Name	Province
32	Armed Forces Academies Preparatory	Nakhonnayok
33	Jianhua	Nakhonpathom
34	Lasalle Chotiravi Nakhonsawan	Nakhonsawan
35	Yuwapat Kindergarten	Nakhonsawan
36	Thanyawittaya(Tongmin)	Pathumthani
37	Piyawattanasart	Pathumthani
38	Sarasa Wataed Rangsit	Pathumthani
39	Mattayom Watmai Krongtong	Prachinburi
40	Wangglagangwon	Prachuapkirikan
41	Daruna Ratchaburi	Ratchaburi
42	Guang Hua	Rayong
43	Gong Lee Jien Min	Samutsongkham
44	Praphamontree2	Samutprakan
45	Sunflower Trilingual	Samutsakhon
46	Banphaeowitthaya(Teetong)	Samutsakhon
47	Samchai Witaed Suksa	Samutsakhon
48	Bumrung Wittaya	Buriram
49	Marie Anusorn	Buriram
50	Huakhiao	Buriram
51	Mariekaengkro	Chaiyaphum
52	Huakhiew Wittayalai	Khonkaen
53	St.Stephen's International School Khao Yai	Nakonratchasima
54	Ruangsrri Widhaya	Nakonratchasima
55	Chaokunpariyatmuni vittaya	Nakonratchasima
56	Saint Paul Nongkhai	Nongkhai
57	Kiawnum	Sisaket
0	Surintrasuksa	Surin
59	Hua Qiao Ubon Ratchathanee 2	Ubonratchathani
60	St. Mary's	Udonthani
61	Niramon Chumphon	Chumphon
62	Fan-Ming Kongli	Chumphon
63	Jareanwit School	Nakhonsithammarat
64	Kajonkietsuksa	Phuket

No.	School Name	Province
65	Phuket Thaihua Asean Wittaya	Phuket
66	Kobkarnsuksa Foundation	Songkhla
0	Patong Wittaya Mulnithi	Songkhla
68	Srinakorn Foundation	Songkhla
69	Waminwittaya	Suratthani
70	Jong Fa Foundation	Yala
71	Guang Ming Hua Qiao Gong Li	Chiangrai
72	Kantapittayakran School	Trang
73	Palianpadungsit School	Trang
74	Sa-ngwanying School	Suphan Buri
75	Bamthamaka School	Kanchanaburi
76	Srinagarindra The Princess Mother School Kanchanaburi	Kanchanaburi
77	Phanom Thuan Chanupatham School	Kanchanaburi
78	Kanchananukroh School	Kanchanaburi
79	Nawamintharachinuthit Horwang Nonthaburi Shool	Nonthaburi
80	Satriwithaya 2 School	Bangkok
81	Anuban Kalasin School	Kalasin
82	Rattanaburi School	Surin
83	Anuban Sisaket School	Sisaket
84	Buached Wittaya School	Surin
85	Kangtang Pittayakorn School	Trang
86	Kamphaeng School	Sisaket
87	Anukoolnaree	Kalasin
88	Satreesiriket School	Sisaket
89	Pakkred Secondary School	Nonthaburi
90	Chakkarat Wittaya School	Nakhonratchasima
91	Chumphuangsuksa School	Nakhonratchasima
92	Nongkipittayakhom School	Buriram
93	Phimaidamrongwittayakhom School	Nakhonratchasima
94	Bunlua withthayanusorn	Nakhonratchasima
95	Anubanmuang Uthaithani School	Uthaithani

No.	School Name	Province
96	Nawamintharachinuthit Triamudomsuksapattanakarn School	Samutprakan
97	Phukhieo School	Chaiphum
98	Singsamut School	Chonburi
99	Wat Bornwornmongkol School	Bangkok
100	Samut Sakhon Wittayalai School	Samutsakhon
101	Muang Phetchabun School	Phetchabun
102	Hatyaiwittayalai School	Songkhla
103	Satthasamut School	Samutsongkhram
104	Navamindarajudis maychim	Nakhonsawan
105	Rayongwittayakom School	Rayong
106	Ban Bang Muang School	Nakhonpathom
107	Mattayomthanbinkampaugsean School	Nakhonpathom
108	Asian School	Bangkok
109	Rachinee Burana School	Nakhonpathom
110	Wiangsa World Class High School	Suratthani
111	Bangmod Wittaya School	Bangkok
112	Watraikhing Wittaya School	Nakhonpathom
113	Princess Sirindhorn College	Nakhonpathom
114	Phra Pathom Wittayalai School	Nakhonpathom
115	Benchamarachuthit School	Chanthaburi
116	Thatako Pittayakom School	Nakhonsawan
117	Watcharawittaya School	Kamphaengphet
118	Pittayakom School	Kamphaengphet
119	Banharnjamsaiwittaya 1 School	Suphanburi
120	Bangplama "Soong sumarn padung wit" school	Suphanburi
121	Ratanaratbumrung School	Ratchaburi
122	Nawama Rachanusorn School	Nakhonnayok
123	Wat Khaowang School	Ratchaburi
124	Chumsaengchanutid School	Nakhonsawan
125	Nakhonsawan School	Nakhonsawan
126	Surasamoontree School	Bangkok
127	Prachuap Wittayalai School	Prachuapkirikan

No.	School Name	Province
128	Prasart Ratprachakij School	Ratchaburi
129	Sainampeung School	Bangkok
130	Benchama Rat Rangsarit School	Chachoengsao
131	Anuban Chanthaburi School	Chanthaburi
132	Debsirinphukhae School	Saraburi
133	Sanambin School	Khonkaen
134	Lampang Kanlayanee school	Lampang
135	Wat Sothorn Wararam Worawihan School	Chachoengsao
136	Chonburi Sukkhabot School	Chonburi
137	Protpittayapayat School	Bangkok
138	Bansuan Jananusorn School	Chonburi
139	Dat daruni School	Chachoengsao
140	Nunthamunee	Pathumthani
141	Maptaputphanpittayakarn School	Rayong
142	Benchamaratrungsarit2 school	Chachoengsao
143	Watpapradoo School	Rayong
144	Prapassorn Kunnatham School	Rayong
145	Phanom Sarakham "Phanom Adum Witthaya" School	Chachoengsao
146	Srimahaphot School	Prachinburi
147	Kanchanapisek wittayalai Chachoengsao	Chachoengsao
148	Benchamaratrangsarit 2 School	Chachoengsao
149	King's College	Nakhonpathom
150	Plaiprayawittayakom School	Krabi
151	Dusitaram Secondary School	Bangkok
152	Phunphinpittayakhom School	Suratthani
153	Anuban Kamphaengsaen School	Nakhonpathom
154	Renunakhonwittayanukul School	Nakhonphanom
155	Srikranian Wittayakom	Khonkaen
156	Dongmafaiwittaya School	Sakonkakhon
157	Srisongrakwitaya School	Loei
158	Bangsaiy Witthaya School	Ayutthaya

No.	School Name	Province
159	Thatnaraiwittaya school	Sakonnakhon
160	Buriram Pitthayakhom School	Buriram
161	Yothinburana School	Bangkok
162	Navamindara judis Isan school	Mukdahan
163	surasakmontree school	Bangkok
164	Sakolraj Wittayanukul School	Sakonnakhon
165	Pathumthep Witihayakarn School	Nongkhai
166	Ao-Luk Prachasan School	Krabi
167	Udonpichairakpittaya	Udonthani
168	Bangbo Witthayakhom School	Samutprakan
169	Banphue Pittayasan School	Udonthani
170	Sakon Nakhon Pattanasuksa School	Sakontakhon
171	Chumphae Suksa School	Khonkaen
172	Phuketwittayalai School	Phuket
173	Suratthani	Suratthani
174	Saard phaderm wittaya shool	Chumphon
175	Udonpittayanukoon School	Udonthani
176	Rayong Commemoration of Princess Mothers School	Rayong
177	Sriboonyanon School	Nonthaburi
178	Rayong wittayakom School	Rayong
179	Suankularb Wittayalai School	Bangkok
180	Anubansikhorphum school	Surin
181	Hadsamranwittayakomh	Trang
182	Pathumrat Pittayakom School	Roi-et
183	Loeianukulwittaya School	Loei
184	Nonhan Wittayayon School	Khonkaen
185	Nongsungritani School	Nakhonratchasima
186	Triamudomsuksapattanakarn Pathumthani	Pathumthani
187	Muang Krabi School	Krabi
188	Patumkongka School	Bangkok
189	Hat Yai Rat Prachasan School	Songkhla
190	Hatyaiwittayalai School	Songkhla

No.	School Name	Province
191	Phichai Rattanakhan School	Ranong
192	Thawangpha Pittayakhom School	Nan
193	Pua School	Nan
194	Watanothai payap school	Chiangmai
195	Pongratchadapisek School	Phayao
196	ChiangKham School	Phayao
197	Anuban Latyao School	Nakhonsawan
198	Pomnakarachsawatyanon	Samutprakan
199	Thanyaburi School	Pathumthani
200	Satreesettabutbumpen School	Bangkok
201	Phanom Benja School	Krabi
202	Phichai School	Uttaradit
203	Phaisalee Pittaya School	Nakhonsawan
204	Triam Udom Suksa School of the South	Nakhonsithammarat
205	35th Rajaprajanugroh School	Phangnga
206	Lampang kanlayanee school	Lampang
207	Wiang papao Wittayakom School	Chiangrai
208	Kamalasai School	Kalasin
79	Trimit Wittayalai School	Bangkok
209	Bang Pa-in "Rachanukronh 1" School	Ayutthaya
210	Nachuakpittayasan School	Maharakham
211	Dat daruni School	Chachoengsao

VITA

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